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ABSTRACT

The final report describes the second operational year of Project G.I.V.E. (Guidance in Vocations and Education), an exemplary career education project based on individualized instruction for students in grades K-12 in a Maine school district. The 14-page body of the report presents problem areas, goals, procedures, results, and evaluation of the project. The remainder of the report consists of appendixes: the proposal for a workshop on communication, field trip guidelines, the YES program (a placement service), samples of the Career Gram (a career newsletter). New Educational Directions (NED) evaluation reports, a Vocational Exploration Group (VEG) report, and lists of guest speakers, field trips, and career exploration experiences. (JR)

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FINAL REPORT

July 1, 1974 - June 30, 1975

Project G.I.V.E.

Project "Guidance In Vocations and Education (G.I.V.E.)"

Exemplary Project

Conducted Under

Part D of Public Law 90-576

Roy Bagley
Project Director
SAD #51
Cumberland Center, Maine
04021

Date Submitted

June 30, 1975

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The project reported herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State Department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Department of Educational and Cultural Services position or policy.

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Summary

This is a final report of Project GIVE's second operational year July 1, 1974 to June 30, 1975.

The goals of the project include:

1. To increase career awareness and develop an attitude of career direction among students.
2. To provide the opportunity to develop a process of decision making which enables students to make career choices.
3. To develop job entry level skills or academic readiness for further education in our graduating seniors.
4. To expand the school to include college, community life, business world, and outside resources for learning experiences.
5. To increase teacher knowledge and awareness of career alternatives related to academic disciplines.
6. To increase use of career education concepts in the Curriculum K-12.

The procedures used to implement Career Education include:

1. General orientation to faculty September 1974.
2. In-service programs.
3. Career Gram (Appendix E)
4. Coordination of Field trips, guest speakers, and shadows (Appendix J).
5. Development of guides, curriculum (reported 1973-74) field trips, shadows (Appendix B).
6. Individual teacher planning conferences.
7. Dissemination of Career Resources and information.
8. Group giudance sessions.
9. Place service (YES program Appendix C).
10. Weekly meetings with guidance.
11. Administrative team meetings.
12. Faculty meetings.
13. Individual career counseling.
14. Pupil Evaluation Team meetings.
15. Request forms.

Project GIVE has processed and completed over one hundred forty-five requests. Last year the project precessed approximately sixty-five. Over eighteen hundred twenty-one students have participated in Career Education activities and this involved over fifty-four faculty.

Evaluation was conducted by New Educational Directors and their reports are in Appendix H.

In conclusion, the director believes career education has made an impact on SAD #51 faculty and students. We have worked hard and believe successful at meeting our goals. More work needs to be done, especially to provide a sequential program guide. All students are not receiving full benefits from a career education program. Many gaps still exist. It is recommended that the project continue next year involving faculty to develop a sequential program with an appropriate guide for all faculty to use.

Staff utilization was the first problem area addressed this year. Many requests processed by the Director could be handled by a para-professional. Many requests that were difficult got bogged down and didn't get completed in time to meet staff need. The half time vocational coordinator was untrained and was not providing professional service to staff. Because of the continued demand for service as well as beginning to meet objectives, the staff was overextended.

Although much progress has been made at the high school, it remains the weakest area for Career Education implementation in classroom. In the October 21-22, 1974, NED site report, it was first discussed that there was a "philosophical difference between Project administration and senior high school administration." Career Education has been seen as extra curricular and there has been resistance to support Career Education activity during academic time. All group guidance programs had to be on a volunteer basis and students had to give up their free time.

SAD # 51 owns their own fleet of busses. Since we only have two spares, transportation is a problem. With an active athletic department the spares are usually scheduled and most field experiences must take place between 9 a.m. and 2 p.m.

Project G.I.V.E. has office space above the Gyger Gym. As stated in recommendation number one of Doctor Ryan's report of January 28, 1975, "the location of Project G.I.V.E. should be moved to an area that will ensure high visibility and access to school faculty. It was our concern that the present location has low visibility for students, faculty, and community." (Appendix A)

Following a meeting with John Moran on January 8, 1975, the Director was informed that no funds were available for the third year. Doctor Ryan's letter of January 28, 1975, stated, "funds are not available at this time that can be used for continuation of the project under Part D or C of the Vocational Education Act during 1975-76." This became a major problem area addressed by the project.

The project continued to target in on the six identified problem areas in the proposal.

PROBLEM AREAS

The following problem areas have been identified as targets of subsequent objectives and activities:

1. Lack of career awareness and an attitude of career direction among students.
2. A greater opportunity to develop a process of decision-making which enables students to make career choices.
3. Lack of job entry level skills or academic readiness for further education of students upon graduation.
4. Need for a natural interaction between school, college, and community life and resources.

5. Increased teacher knowledge of career alternatives related to academic disciplines and use of instructional units in classes.
6. Need for a commitment by teachers to the concept of career education.

Goals and Objectives

The goals of the project relate directly to the problem area identified. Project G.I.V.E. has six basic goals.

1. To increase career awareness and develop an attitude of career direction among students.
2. To provide the opportunity to develop a process of decision making which enables students to make career choices.
3. To develop job entry level skills or academic readiness for further education in our graduating seniors.
4. To expand the school to include college, community life, business world, and outside resources for learning experiences.
5. To increase teacher knowledge and awareness of career alternatives related to academic disciplines.
6. To increase use of career education concepts in the Curriculum K-12.

The project has 21 specific objectives that it had addresses itself to this second operational year.

Level	Objectives	Activity
K-5	1. Each student will participate in a minimum of two career* oriented field trips per year.	1. Field trips will be coordinated by the Career Education Office.

Many field trips are scheduled by the elementary administrative assistants. Project G.I.V.E. coordinates only a few special field experiences. The project developed and disseminated field trip guidelines (Appendix B) for all faculty. Although the project didn't coordinate every trip approximately 80% of the students participated in career oriented field trips. Project G.I.V.E. coordinated 24 field trips involving two hundred and forty one students.

K-5	2. Each student will experience a minimum of five career* speakers per year related to classroom experiences.	2. Speakers will be coordinby the Career Education Office.

Most career speakers are scheduled directly by teachers. Although no official records are kept, the principal reports that most classes have at least one visitor.

K-5	3. Twenty (20) percent of teachers (K-5) will initiate discussions of careers as they arise in subject matter materials as evidenced by Administrative observations each year.	3. Teachers will plan discussions on careers.

The project director has observed 24% of teachers (K-5) initiate discussion on careers this past year.

K-5	4. Twenty (20) percent of teachers will develop instructional units which relate academic classroom activity to careers.	4. Teachers will develop units at in-service workshops as well as their planning time.

Forty (40) percent of K-5 faculty have participated in Career Education workshops and are implementing some aspect of Career Education in classroom. Twenty-nine faculty have units included in the Career Education curricular guide.

6-8	5. Each pupil will explore different "career clusters" each year.	5. Participating teachers will schedule reports as a part of class work.

At the sixth grade level one hundred and fourteen students explored different career clusters as part of a regular class lesson.

At the seventh grade level approximately fifty (50) percent of the students have made reports in Social Studies class.

At the eight grade level a team of faculty coordinated efforts this year. One outcome was that all students explored "career clusters" within classroom setting.

6-8	6. All pupils will be participating in job visits each year. (Grade 6-1 job visit) (Grade 7-8 - 2 job visits)	6. Job visits will be coordinated by the Career Education Office.

At sixth grade 505 student contracts were made at a field site. Of the one hundred and twenty students at the sixth grade, approximately one hundred experienced a job visit.

The project did not coordinate seventh grade job visits.

At the eight grade, eighty-five students participated in group guidance programs that involved a job visit.

6-8	7. Each pupil will report on a "career" of his choice at 8th grade level.	7. Reports will be scheduled in academic classes and in guidance groups.

In the group guidance program eighty-five students reported on a career of his/her own choice. Also within the English class eighty-six

students reported on a career of his/her own.

	By the end of Grade 9 all students will:	
9	8. Explore four different career clusters.	8. Staff* will require one "career cluster" report per quarter year.

Sixty-three 9th grade students reported on two different career clusters during regular classes. This objective has not been met. More planning with English department is planned. With the transfer of our Vocational Coordinator to High School faculty it is hoped more students will be involved in this activity.

9	9. Participate in two job visits.	9. The guidance office in conjunction with the Career Education Director will schedule each student to visit in groups or singularly two job sites per year.

Twenty-six students were involved with two job visits this past year. The High School administration does not allow mandatory programs or general release from academic programs (only on individual basis).

9	10. Report on a "specific career" of his interest.	10. Staff, in conjunction with Project personnel, will require each student each year to develop a major report on a career of his choice.

Little was done to meet this objective. The staff will need more in-service as well as administrative encouragement before it can be met.

9	11. Participate in activities that encourage and improve decision-making related to career choices.	11. Each student will participate in individual and/or group activities which encourage and improve decision-making related to careers. These acticities will include simulation career games and counseling.

In cooperation with Career Education Office, the guidance office developed an orientation program for ninth graders. The High School administration discouraged this group activity and limited it to study hall volunteer groups. Because of the clerical effort and lack of administrative support, only 11 students participated. Efforts are now under way to plan for next year and we hope to have the orientation program a schedualed activity.

9	12. Seventy-five (75) percent of students will be able to identify at least three career	12. Group guidance sessions will identify career resources available in the school, com-

	resources available either in or out of school as determined by the "guidance awareness survey sheet".	munity, and business world.

The High School administration denied a request to survey students in an English class. It was recommended to use study hall time. Because it would require additional clerical and professional time it was prohibitive. From administrative observation of a random sample of students, most are aware of at least one career resource.

9	13. Twenty (20) percent of the faculty will develop and use units related to their academic instruction that infuse career education concepts.	13. There will be in-service training sessions during the year related to development of units and the infusion of career education concepts.

Eleven High School faculty have participated in career education workshops and are infusing some career education into their curriculum. Five faculty (20%) have units included in the Career Education curriculum guide.

9-10	14. All students will visit institutions that have career directed learning objectives.	14. All students by the end of their sophomore year will have visited the Portland Regional Vocational High School - industrial training sites or institutions of their choice.

Twenty-one students signed up and visited the Portland Regional Vocational High School. The guidance department had scheduled visits to other schools during the year.

9-12	15. All faculty will be regularly updated on career interest changes among students through the semester registration process.	15. During the student registration process students will identify the career of their choice and this information will be relayed to the student's teacher on a regular basis. The teachers will then be expected to relate their classroom work (when and where appropriate) to the student's stated interests and counsel those students with common interests to their own.

No formal system has been developed to provide faculty with this information. However, all faculty are involved in the scheduling process and help students set up schedules. This provides teachers with the opportunity to discuss career plans with their students. The High School administration has scheduled a career interest survey during its orientation week in September.

9-12	16. Sixty (60) percent of all graduates will be able to identify at least three job counseling or placement services through the Maine Employment Security Commission.	16. Representatives of the Maine Employment Security Commission will be invited to discuss in group guidance sessions at the school, the activities and service of the Commission, especially those related to job counseling and placement.

On Friday, May 23, 1975, a representative of Maine Employment Security Commission spent the day at Greely High School. He met with fifty-four students and outlined the services of the Commission. Seniors completed data cards that registered them for placement service.

9-12	17. Sixty (60) percent of senior parents will have had group guidance experience which considers "work in their child's life".	17. During their youngster's junior year in high school all parents will be invited to participate in an evening group guidance activity directed at "work in their child's life".

During the past year, junior and senior parents and students have had the opportunity to participate in six evenings of information. The guidance department and the Career Education Office work closely in the planning and organizing of these programs. Over two hundred parents and students participated.

9-12	18. Twenty-five (25) percent of seniors will have had a "shadow" experience with an employee on-the-job before they graduate.	18. As each student identifies a serious career interest, an attempt will be made to place him in direct contact with an employee on-the-job in a "shadow" type experience. This experience will require that each student complete a "Job Description Questionaire" on the job he has visited.

Eighty-four students from Greely High School have had a shadow experience this year. Included were more than fifty (50) percent of the senior class.

9-12	19. All career-directed learning of students will be cooperatively developed, coordinated, and evaluated by the Career Education Director together with participating faculty.	19. The Guidance Department including Career Education Director will meet weekly to coordinate the efforts of all preparation programs. The Guidance Department will be responsible for organizing and implementing counseling for all students.

Project Staff and Guidance Department will conduct follow up studies on all graduates.

The Project director met on a regular schedule with Guidance Department and cooperatively developed and coordinated career directed learning. The director participated in the course selection process and helped students develop appropriate schedules at mid semester. The director was involved in scheduling next years freshmen.

The results of the follow up study of the class of 1974 are as follows:

	Number	Percent
Employment	(57)	(52.3)
Employed	47	43.1
Armed Service	5	4.6
Unemployed	5	4.6
Education	(51)	(46.8)
Four year college	35	32.1
Two year college	10	9.2
Trade and Vocational	3	2.8
Nursing	1	.9
Art	2	1.8
Unknown	1	.9
	109	100.0 %

9-12 20. There will be an average fifty (50) percent increase in awareness of "criteria for career success" as measured by the sophomore job attitude survey.

20. An ongoing series of activities will originate and be coordinated at the center, and include:

a. Personnel workers and employers speaking to students on job entry expectations, interviews, appearance, resume writing, and will conduct role-playing activities related to interviewing.

b. Workers, visiting from a variety of job locations, discussions with students employer-employee relations, job attitudes, job advancement, unions, and working conditions.

c. A library developed for career research and including publications on current job trends, biographies of persons in successful careers, career

		reference materials, Occupational kits, locally developed career directories, and other materials dealing with "how to get a job and keep it".
		d. Planning for "shadow" experiences, group guidance and counseling, coordination of job visits for individuals and groups.

Because of budget limitations a job attitude survey was not conducted. It has been discussed that a survey should be scheduled during 75-76. With High School administration support, it will be conducted.

Many visitors came to school each week. Although the project only scheduled four visitors this year, teachers have scheduled their own. Through the use of field trip guidlines (Appendix B) and in-service programs, most visitors are asked to discuss job entry expectations, duties, responsibilities, salaries, preparation, advantages and disadvantages, etc.

As part of the High School Business, Home Economics, Co-operative Education, Industrial Arts, and English curriculum, students are instructed in interviewing, appearance, resume writing, employee-employer relations, filling out applications, and many other job keeping skills.

Resources are available to students in the Library, Guidance Office, and the Career Education Office. The list of materials would include; kits, games, books, magazines, pamphlets, brochures, audio visual, tapes, etc. Students need instruction in use of resources. Part of the orientation program for freshmen should include this instruction.

9-12	21. A student placement service will be established as a part of the Guidance Program.	21. The Career Education Office will become the placement office for Greely High School. The Career Education Director will make this service known to the working community and solicit their participation in this effort. The Project Staff and the guidance personnel will coordinate and develop this placement activity. Every graduating student will know of this service and be encouraged to use it as a part of his school's effort to assist him in job placement.

In cooperation with the guidance department all seniors are surveyed in April and those needing placement service are contacted. As a continuous program of placement and job skill development, the project has developed a temporary work program. The report is included in Appendix C.

SAD #51 is made up of two towns; Cumberland and North Yarmouth and one island; Cheabuge. The student population totals 1921 students: 1000 elementary, 360 Junior High, and 561 High School. The staff is made up of ninety-nine full time teachers and eight administrators. Project G.I.V.E. serves all staff in the district from K-12. The project director, full time secretary, and half time vocational co-ordinator make up the career education staff.

The project has operated on a soft sell philosophy with much individual consultation. The second year of operation was designed to fill in the gaps for a comprehensive program.

Project GIVE has developed an operational model for Career Education that supports the basic concept that the only effective approach to learning is individualized programs. Every child that attends public school has the right to develop skills that will enable him/her to become a satisfied contributing member of society.

From the formation of a set of values to the decisions that select appropriate life style each child needs successful experiences broad and informative enough that only individual recognition of each child will result in success of this goal.

In developing a model that deals with teachers on a one to one basis starting with the innovators of the district Project GIVE has modeled and incouraged individual learning for students.

The following is an operational model to implement career education that has been developed by Project GIVE.

1. Survey all faculty and administratore to determine:

    a. Current career education activity presently being applied
    b. The attitude toward career education concepts and methods
    c. The types of in-service desired
    d. The leaders and innovators within each district.

Instruments used include Ohio In-Service Assessment Instrument developed by Ohio Career Development Program EPDA Project 73031, May 1974, Assessment of Career Development developed by American College Testing Program, Teacher Survey developed by Project GIVE and New Educational Directors. (Appendix C)

2. Design and coordinate an administrative workshop to develop support systems for innovators. The workshop will deal with the following;

    a. Identidication of resources
    b. The development of human resource directory
    c. Coordination of resource utilization
    d. Overview of service from project
    e. Refinement of PRIME* resource center to handle added career education resources.

3. Coordinate introduction programs for each school recognizing individual need. This may involve more than one program for each school. The following areas to be covered;

   a. Introduction to project and service available.
   b. Review of theories of vocational development.
   c. Overview of concepts of career education.
   d. Feedback of survey results, summary data.
   e. Outline on next step plans for each school.

4. Design and coordinate a K-12 workshop for innovators within a school. This workshop to be offered at the most desirable time as identified by survey to include the following:

   a. A unique experience to stimulate participants by exemplifing the need for career education. (Example - show a video tape of a play written by seventh grade students about a school drop-out.)**

* PRIME-a regional resource center serving surrounding communitites of Portland, Maine.

** A project developed by Mr. Steven Hill's 7th grade English class, Greely Junior High School, Cumberland Center, Maine

   b. A successful experience sufficient to motivate participants to become involved in workshop and make commitments, (Example-develop and operate a short term business and relate to math, english, industrial arts curriculum.)

   c. A personal review of participants career development with emphasis on a reassessment of career goals by use of games, group experiences, counseling, testing,etc. (Activities appropriate for public school implementation.)

   d. Skill development of activities experienced in "c" that an individual has identified.

   e. Introduction of unit writing. Facilitate a model to develop units of instruction for classroom use utilizing career education concepts.

   f. Provide a career education field trip that meets guidelines. (Guidelines developed by Project GIVE - Appendix C.) Participants provided with guidelines for future use in classroom.

   g. Coordinate next step plans for each participant that will insure consultant service back at the classroom and minimal resources to support activities.

5. Provide for continuous modular in-service programs based on workshop outlined in Activity #3 for those interested staff.

6. Provide a career education consultant ready to assist teacher in the classroom.

   a. With unit implementation
   b. Field trip planning

c. Guest speaker planning
d. Special projects

7. Design and implement a continuous evaluation system for each school.

a. Assessment of students
b. Assessment of staff
c. Assessment of service

8. Form a committee of identified leaders from each school to formulate a systematic program of career development K-12.

Project GIVE is currently operating in MSAD # 51 under this model. Although the administrative workshop has not been implemented and the committee of identified leaders have not been formed, both are planned for fall 1975. The following is a list of services Project GIVE offers.

1. Consulting service
2. Resource identification
3. Field trip coordination
4. Shadow coordination
5. Guest speaker coordination
6. In-service programs

The following is only a partical list of materials used:

1. SRA Focus on Self Development stage 1,2,3
2. Bread & Butterflies
3. Self awareness kit by King's Features
4. Curriculum guides - various sources
5. TET by Dr. Gordon (workshop and books)
6. Guidance Associates filmstrips
7. SRA Career Information kit
8. Educational Progress Career Game
9. Interview tapes (locally developed)
10. Field trip guidelines (locally developed)
11. Shadow guidelines (locally developed)
12. Teacher developed units

Project GIVE continued to disseminate information to the community and staff about Career Education. The Career Gram remained the principal source (Appendix E). A number of articles were published in the superintendent's newsletter disseminated to all residents of Cumberland and North Yarmouth (Appendix F).

On April 28, 1975, WGAN TV did a feature story on a fourth grade project. The program was aired on the six o'clock news May 2, 1975. The fourth grade borrowed $100 to start a company. The money was used to purchase popcorn and other materials as supplies for resale at a profit. The end goal was to pay off the loan and use the profits to rennovate the playground. Many academic skills were used including: math, science, and language.

Following a visit to the Wise Guide newspaper with a mini group (five) of third graders, the editor published an article about Career Education (Appendix G).

As a result of the teacher questionnaires and interviews some significant results were found. Thirty-one percent of the elementary faculty this year provide a complete definition of Career Education (as determined by NED interviews) as compared with 3% last year. At the secondary level 33% of faculty provides a complete definition of Career Education compared to last years 12%. Most elementary teachers reported attending at least one Project GIVE in-service session. Of the number reported attending, only 22% indicated that the sessions were not reflected in classroom activities. The most popular benefit of the sessions reported was that they have used the resources cited at the meetings (44%). In addition to this, several teachers felt there is now greater career emphasis in classroom (30%) and 22% indicated they try to make field trips more significant than they had in previous years.

At the secondary level 81% of the responding faculty reported attending at least one Project GIVE in-service session. In 1974 only 44% reported attending any in-service sessions. Only 27% this year reprt sessions not reflected in classroom as compared to 42% last year.

The evaluation of the project was conducted by New Educational Directors, Box 307 Crawfordsville, Indiana 47933. The major activity was a comparison of results of teachers questionnaires and interviews conducted in March of 1974 and again in March of 1975. The summary of this study and NED site reports are attached (Appendix H).

In conclusion, the director believes career education has made an impact on SAD #51 faculty and students. We have worked hard and believe successful at meeting our goals. More work needs to be done, especially to provide a sequential program guide. All students are not receiving full benefits from a career education program. Many gaps still exist. It is recommended that the project continue next year involving faculty to develop a sequential program with an appropriate guide for all faculty to use.

Project GIVE lists as major accomplishments, the in-service programs conducted this year. Seven volunteer in-service programs were conducted involving one hundred forty-three faculty. Also two different district wide in-service programs were offered this year. In-service included:

1. Orientation to Project GIVE and Career Education
2. Use of Video Tape Recorder
3. Values Clarification
4. Focus on Self Development (K-6 program)
5. Bread & Butterflies (4-6 program)
6. Career Awareness material (2-6 program)
7. Teacher Effectiveness Training (proposal attached Appendix A)
8. Vocational Exploration Groups workshop (proposal attached Appendix I)

Successful service to staff and community is considered an accomplishment. Over one hundred forty-five separate requests for service were processed and completed. Many field trips, guest speakers, and shadows were coordinated by the project. Appendix J includes data of these, including the number of students involved and resources utilized.

Appendix A

PROPOSAL FOR WORKSHOP

COMMUNICATION TEACHER EFFECTIVENESS

February 10 to June 13, 1975

NEEDS

Staff have found more and more students requesting an opportunity to talk and be "listened to". During the past months several staff members at the various levels have asked that an opportunity be provided to share knowledge and work on communication skills. Twenty teachers have signed up to participate in the communications workshop.

GOAL

The goal of the workshop described below is to bring secondary and elementary educators together to share talents, techniques, and philosophies so that the question of "communication" can be explored fully in light of its effect on learning and human growth.

OBJECTIVES

The objectives of the workshop are to assist self selected SAD #51 staff members to:

1. Improve communication skills within the classroom.
2. Become more sensitive to the needs of indiciduals and -
3. Relate the importance of classroom work to "life".

BEHAVIORAL OBJECTIVES

1. That each participant will be able to identify communication which promotes open discussion.
2. That each participant will have developed better listening skills.
3. That each participant will be more sensitive to individual communication needs and problems.
4. That each participant will be able to identify and will be more concerned with the special and career needs of their students and
5. That each participant will demonstrate his or her enthusiasm to share their newly acquired teacher effectiveness with others.

STAFF

Dr. Zeiff, William Jackson, and Associates from the Maine Medical Center's Division of Community Psychiatary

SCHEDULE

This series of two hour and fifteen minute sessions constitutes a course in communications and teacher effectiveness. The sessions will be scheduled every other week with practicum experience in the school setting expected from participants between meetings. School counseling and special education staff will be available to participants for any assistance/supervision required when the consultant faculty are not available. A variety of teaching/learning models will be utilized which will include; didactic presentations, small group interaction, role playing and problem solving techniques.

The content schedule presented is intended as a guide since participant input on an ongoing basis is considered important to the success of the total experience.

Session #1 February 10th

Introduction of staff and participants to each other. Presentation of a model of T.E.T. (Teacher Effectiveness Training) and orientation of workshop schedule. Open discussion on workshop content.

Session #2 March 3rd

Effective Intervention Styles - A model for looking at the behavior of ourselves and others and the various effective and ineffective choices one has for intervention.

Session #3 March 17th

Problem Ownership - A look at one's effective response to various problem situations "How do I feel and what bearing might my emotions have on the interaction".

Session #4 March 31st

Listening Skills - Some common pitfalls and their alternatives.

Session #5 April 14th

Listening Skills - More on the value of effective listening and some practice exercises for skill-building.

Session #6 April 28th

Sending Skills - How we respond to certain situations may will determine the outcome of the dialogue and the quality of the relationship. A way to view sending and confronting will be proposed and discussed.

Session #7 May 12th

Problem Solving Techniques - Most of us would prefer to find mutually agreeable solutions to problems we are having with another person. An approach to conflict resolution will be introduced that reduces the occurance of common pitfalls that we so often find ourselves in.

Session #8 May 26th

Dealing with the Collisions of Values - What happens to a relationship when it is apparent that there is a clash of values? How can we facilitate others in their search for a value system of their own?

Session #9 June 9th

This session will be used to intergrate the previous sessions into a communications process or system.

Session #10 June 13th

The first part of this session will be devoted to formal evaluation. An instrument will be developed by coordinators of this workshop. The second part of this session will be devoted to an informal evaluation - feed-back session within a social environment.

EVALUATION

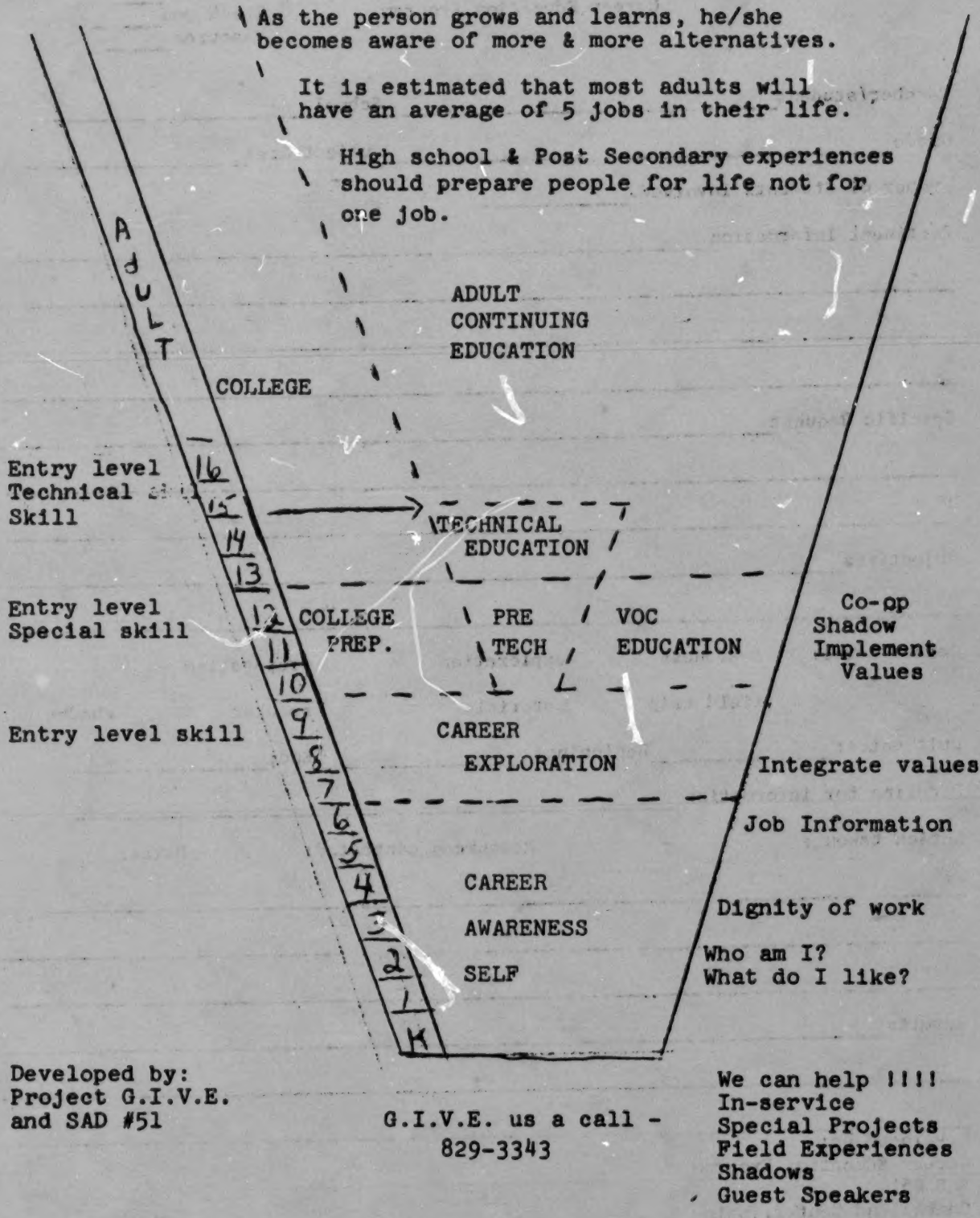
Each participant who attends (100%) of the meetings will receive (2) two recertification credits. Each participant who implements learned skills will receive (1) one additional recertification credit. Each participant who desires the implementation credit must have a colleague recommend him based on classroom observation.

Career Preparation Career Education

PROJECT GIVE

GUIDANCE IN VOCATIONS AND EDUCATION

field TRip guidelines



Developed by:
Project G.I.V.E.
and SAD #51

G.I.V.E. us a call -
829-3343

We can help !!!!
In-service
Special Projects
Field Experiences
Shadows
Guest Speakers

REQUEST FORM

PROJECT G.I.V.E.
SAD #51
Career Education Program

Conf. let.___
Transp. ___
Absence ___
Thank you___
Resource___

Teacher/student_____School_____

Grade_____Subject Area_____

Number of Students involved _____

Pertinent Information_____

_____

_____

_____

Specific Request_____

_____

_____

Objectives_____

_____

Career level: awareness exploration preparation

field trip materials speaker shadow

Unit dates:_____Beginning:_____End;_____

Deadline for information_____

Action taken : Resources contacted: Dates:

_____

_____

_____

Results_____

_____

_____

Developed by:
Career Education Program
SAD #51
Cumberland Center, Maine

SUGGESTED GUIDELINES FOR INTERVIEWING RESOURCES

The items below may be used during the classroom orientation session by students to help them develop questions for interviewing workers, resource persons, guest speakers, etc.

1. Name
2. Title
3. Length of employment
4. How
5. Why
6. Why this town
7. Duties
8. Necessary knowledge
9. Special education/training
10. Men/women
11. Hours a week
12. Vacation
13. Job satisfaction
14. Disadvantages
15. Length of time to learn
16. Advancement
17. Pay range
18. Personality requirements
19. Union, dues, entry
20. Fringe benefits
21. Number and categories of workers
22. N ature of the work environment
23. Minimum age
24. Future
25. Recommended as a career for youth
26. Would you be willing, if requested in the future, to come to a school class or to meet with one or more students at your convenience at a place agreeable to you, to discuss further your particular work? If yes, get NAME, ADDRESS AND TELEPHONE NUMBER. If "no" be pleasant and do not pursue.

PROJECT G.I.V.E Staff
10-2-74

Sample - Confirmation Letter

November 18, 1974

Ms. Betty Mason
Public Relations Office
Lewiston Sun-Journal
Park Street
Lewiston, Maine 04240

Dear Ms. Mason:

This letter confirms the appointment for a field trip to your facility for Mr. Frank Gorham and his sixth graders on Thursday, November 21st at 10:00 AM.

We recognize that each visit will be unique and it may not be possible to adhere to all of the enclosed suggestions. We do want to express our appreciation for your cooperation in making this visit possible. We hope that as a result of this experience you will have a clearer understanding of just what we are trying to do to incorporate the career education concept into the present school curriculum.

If you have any questions concerning this appointment please do not hesitate to call this office at 829-3343.

Sincerely,

Roy Bagley, Director
Project G.I.V.E.
Career Education
SAD #51
Cumberland Center, Maine

RB/nf

Enclosure

FIELD TRIP GUIDELINES

A quality field trip includes proper planning, preparation, and follow-up. The planning stage may include visiting the site or reviewing materials about the sponsor. Most field trips or tours explore the process or service the sponsor is involved with. A Career Education field trip includes another dimension, the people behind the process or service.

If we agree that education is preparing children for life in society then exploration of people and their life styles is essential. Work is an important factor in ones life style.

Any field trip planned for as part of an academic course can be a career education field trip if it increases awareness in one of the following areas:

1. The dignity of all work
2. The inter-relationship of occupations
3. Factors of skill, preparation, personality involved, etc.
4. Student examination of himself in relation to the skills, educational preparation, personality factors required by the work, satisfiers, interest and skills.

In planning your trip the following information could be helpful:

1. How many people work there?
2. Preparation - how many trained on the job, vocational technical schools, college?
3. Future expectation of business, will there be an increase demand for jobs?

Planning

1. Why do you want to take the trip? List objectives.
   a. Academic
   b. Career Education
   c. Cultural
2. Identify resources to visit through:
   a. Personal acquittances
   b. Parents
   c. Career education resource directory
   d. Yellow pages

2-A. Contact Project G.I.V.E. (Request form included)

3. Call resource and identify contact person. Outline reasons for trip to determine if resource can meet needs.
4. Get information together for preparation.
5. Set tentative date (usually 1 week from date) confirmation will be in writing.
6. Notify administrative office and have them confirm transportation.
7. Send confirmation letter with pertinent information. (Sample enclosed)
8. Following trip send thank you letter (within 24 hours) with evaluation form. (Sample enclosed)

Preparation

Students need orientation to field trip to learn what is expected. The purpose of the trip should be discussed in relation to identified objectives. The following areas should be stressed:

1. Encourage students to keep a file on career planning information.
2. Discover how a business or factory looks.
3. Observe different kinds of work and how they support each other.
4. Learn which job high school students will have.
5. Listen, listen, listen!!
6. Dress appropriately, safety and climate.
7. Develop a list of questions that can be asked. A list of ideas is included for your use.
8. Behavior should be exceptional, sponsors are giving up their time for us. School rules must be obeyed.

Follow-up suggestions

Each student should have the opportunity to look at himself in relation to people and careers observed. Some activities might include:

1. Role play
2. Group discussion
3. Individual reports
4. Problem solving related to academic subjects
5. Art activity
6. Thank you letter
7. Report to newspaper and Career Gram
8. Shadowing
9. Guest speaker

List of Resources

Occupational Outlook Handbook - Library
Dictionary of Occupational Skills - Library
SRA Information Kit - Guidance & Project GIVE
Occupational Briefs - Guidance & Project GIVE
Occupational Films, filmstrips, slides and tapes
Occupational Outlook Handbook 74-75 Edition - Project GIVE
Alive - Teachers Guide - Project GIVE
Build - Teachers Guide - Project GIVE
NVGA Bibliography - Current Career Information - Project GIVE
Career Education - New Approaches to Human Development - Project GIVE
Analysis of 15 Occupational Clusters - Project GIVE
Vol I Dictionary Occupational Titles - Project GIVE
Vol II Dictionary of Occupational Titles - Project GIVE
Career Development Resources - "A Guide to Audiovisual & Printed Materials" -GIVE
Career Education - "A Guide for School Administrators" by Shoker - Project GIVE
Career Education "Current Trends in School Policies & Programs" -Project GIVE

Suggestions to assist resource persons involved with field trips, shadow experiences or speaking engagements:

What qualifies as a career education experience. Any involvement which deals with a study of careers. All experiences are of value if student awareness is increased in one or more of the following:

1. The dignity of all work.
2. The inter-relationships of occupations.
3. Factors of skill, preparation, personality involved in occupations.
4. Student examination of himself in relation to the skills, educational preparation, personality factors required by the work, satisfiers, interest, and skills.

A career education field trip or shadow should emphasize the occupations to be seen. The students expect:

1. To be interested in worker first, product second.
2. To see work as it actually is.
3. To observe and understand human relations.
4. To develop an awareness of various occupations and levels in each.
5. To relate the function of many different types of work involved in producing a final product or service.
6. To relate the trip to actual current academic subjects.
7. To observe the total individual work scene to include break time as well as actual work time.
8. To discuss openly, salary ranges, work enviroment, tools used, skills practiced and preparation required.

Developed by:
Project G.I.V.E. (Guidance in Vocations and Education)
Career Education Program

9/74

PROJECT G.I.V.E.

Sponsor's name_____
Date_____
Field trip site_____

SPONSOR'S EVALUATION FORM FOR _____ FIELD TRIP

PURPOSE: The field trip is a way to provide students some understanding of career areas. Such experiences are intended to help the students make career decisions that will be good for them. You are providing area students with a unique experience. THANK YOU! So that Project GIVE may aid students in making the most of these field trips, please take a moment to respond to the following questions. Any additional comments you may have to offer will be read and appreciated. Please return this form in the attached envelope after completion.

1. Were the students well prepared before coming to you? _____yes _____no _____don't know
   Comment:

2. Was this a good experience for the students? _____yes _____no _____don't know
   Comment:

3. Did the students ask good questions related to jobs and careers?
   _____yes _____no
   Comment:

4. How many new things do you think the students learned about this area of work?
   _____a great many _____some _____few _____don't know
   Comment:

5. Was the length of time the students spent with you: _____about right.
   _____too long.
   _____too short.
   Comment:

6. During the time the students were with you, were the activities seen by the students representative of the area(s) visited in general? _____yes _____no
   Comment:

7. Did the students "get in the way" or inconvenience you or other workers?
   _____yes _____no
   Comment:

8. Would you be willing to sponsor another group of students for a field trip?
   _____yes _____no
   Comment:

Signature_____

PROJECT G.I.V.E.

Name_____

Date_____

Field trip site_____

STUDENT'S EVALUATION FORM FOR _____ FIELD TRIP

PURPOSE: The field trip is a way to provide you with some understanding of various career areas in which you might be interested. So that Project GIVE may aid other students in making the most of these field trips, please take a moment to respond to the following questions. Any additional comments you may have to offer will be read and appreciated.

1. How well prepared were you for this field trip?
   _____well prepared _____somewhat prepared _____no preparation
   If you did prepare for this experience, how did you?

2. Did you learn a lot from this field trip? _____yes _____no
   Comment:

3. Did the person(s) conducting the field trip show an interest in helping you learn about jobs? _____yes _____no _____don't know
   Comment:

4. Do you feel you showed a sincere interest in learning about the area you visited?
   _____yes _____no _____don't know
   Comment:

5. Did the sponsor answer questions so you could understand? _____yes _____no
   Comment:

(OVER)

6. How many new things did you learn about this area of work?
_____a great many _____some _____few _____none

If you learned something, what did you learn?

7. The amount of time you spent on this field trip was: _____about right.
_____too long.
_____too short.

Comment:

8. Do you think the activities you saw showed what was usually done for the job(s)?
_____yes _____no _____don't know

Comment:

9. Would you like to go on another field trip covering jobs like those you saw?
_____yes _____no _____don't know

If yes, what type of field trip?

10. Would you like to go on another field trip but covering different kinds of jobs?
_____yes _____no _____don't know

If yes, what kind and what type of field trip?

Business and office occupations

Resource	Address	Contact Person	Tel. #	Special Info.
Union Mutual Ins. Co	2211 Congress St Portland, Me.	Ann Andrews	775-4411 Ext. 577	
Blue Cross Ins. Co.	110 Free St. Portland, Me	Linda Cox Personnel Mgr.	775-3536	Group size 11 to 15 best days Tues Wedn. P.M.
Steven's Architects	434 Congress St. Portland, Me.	Mr. John Stevens	773-4785	
Connecticut Mutual Ins.	443 Congress St. Portland, Me.	Robert Harris	772-2805	
Roger Fortin, Accountant	6 Foundry Rd. Falmouth, Me	Charles Monson	781-3445	Group size 5 or less best time mornings
Maine Nat'l Bank (Computer Div)	400 Congress St Portland, Maine	Jeffrey McConnell	775-7461	(sales of time sharing
Casco Bank	1 Monument Sq. Portland, Me.	Jan Lavenger Public Relations	774-8221	Group size 11 to 15 3 films avail
Canal Bank	1 Canal Plaza Portland, Me.	Ruth Sampson Public Relations	775-6511	Group size 11 to 15 mornings
Maine Bonding, Ins.	400 Congress St. Portland, Me.	----	775-5621	
Casco Bank	1 Monument Sq. Portland, Me.	Frank Parker Regional V.P.	774-8221	Educational Films
Canal Bank	1 Canal Plaza Portland, Me.	Mrs. Geletka Personnel Mgr.	775-6511 Ext. 350	Job Placement
Inter. Bus. Machines (IBM)	555 Forest Ave. Portland, Me.	Robert Gatcombe Systems Engineer	774-5611	(trains customers)
C.Parker Loring	47 US Rt.#1 Yarmouth, Me	Mr. Loring owner	846-3344	Printing& binding bank checks
The Beecher Agency	301 Foreside Rd. Falm. Foreside,Me	M.Ellen Kotun	781-2216	Real Estate Business
Bicknell Photo Ser.	24 Forest Ave. Portland, Me.	Mr. McQueeney Manager	775-3126	
Dial Placement	477 Congress St. Portland, Me.	Mr. Campbell Manager	774-7853	Emp. Agency

Business and Office occupations

Resource	Address	Contact Person	Tel. #	Special Info.
Me. Emp. Sec. Comm.	307 Cumberland Ave. Portland, Me.	Mr. Whitney Manager	775-4141	
Dunhill of Maine	449 Forest Ave. Portland, Me.	Erica O'Rourke	774-0366	Emp. Agency

Marketing and Distribution occupations

Paul Carter Community Productions	Freeport, Maine Grant Road	Paul Carter Owner	865-3123	Film Maker
Graybar Electric	3 Central St. Portland, Me.	Mr. Foley Manager	773-1766	Group size 8 to 12
Western Walsh Publishing	321 Valley St. Portland, Me.	Mrs. Payson	773-8101	Book publishers

Construction Media

Blackstone Construction	Yarmouth	Mr. Blackstone owner	797-2800	
Abreen Corp.	Walnut Street Portland	Richard Garaffo Project Engineer	772-5324	Condiminium const.
Blue Rock Quarry	W. Cumb. Maine	Gerald Goodwin Manager	829-5951	Sand & Gravel

Manufacturing occupations

Diamond Machine	South Ave. Lewiston	Robert Landry Chief Engineer	784-1381	Machinery
Falmouth Computer Ctr.	366 US #1 Falmouth, Maine	Sam Handsmen	781-2260	Computers
Lance Lee	375 Front St Bath, Maine	Mr. Lee-Owner	443-9434	boatbuilder
Anderson Inc.	N. Yarmouth, Me	Mr. Anderson Owner	829-3374	builds lobster traps
S.D. Warren	89 Cumb. Ave. Westbrook	Russell Day Community Relations Director	856-6311	Paper mill Ms. Lowell, Sec. for arrangement films available
Allen, Greig&Perry	58 Pleasant Ave. So Portland	Phil Perry Gen Mgr.	799-1566	Heavy equip.
Industrial Wood Products Co.	Box 212 Yarmouth	James Hayward	846-5641	wood products
Volk Packaging Co.	Biddeford Inds.Park	William Priest sales Rep.	282-1551	Corrugated boxes/containter

Communications and media occupations

Resource	Address	Contact Person	Tel.#	Special Info.
WGAN-TV & Radio	390 Congress St. Portland, Me.	Arthur Deacon Production Mgr.	772-4661	Group size 30 min. Tues. A.M.
New England Telephone	1 Congress Sq. Portland, Me.	Phyllis Nash or Mr. Warren	772-9911	
Port. Press Herald	390 Congress St Portland, Me.	Miss Brink	775-5811	Afternoon any day
Lewiston Sun-Journal	Park Street Lewiston, Me.	Betty Mason Public Relations	784-5411	
New England Tel. Co	10 Blackstrap Rd Portland	Charles Lander or Mr. Bruns-Cable Foreman	797-1460	construction crew
WGAN-TV	390 Congress St. Portland	Bob Rose Pub. Ser. Director	772-4661	
WJBQ-Radio	Westbrook	Jeff Ryder	883-5288	FM Radio Disjockey
WGAN-Radio	390 Congress St. Portland	Steve Morgan Announcer	772-4661	
WCSH-TV & Radio	579 Congress St. Portland	Mr. Black or Mr. Garrety	772-0181	News Room
WCSH Radio	" "	Ms. Tolman	"	Radio News

HOSPITALITY & RECREATION MEDIA

Resource	Address	Contact Person	Telephone	Special Info
Deering Ice Cream	Falmouth	Mr. Robichaud	781-9830	(Mgr)
MacDonalds	Falmouth	Mr. Paul,Mgr.	781-9822	
York Steak House	Maine Mall So. Ptld	Mr. Priest Dist. Mgr.	773-7172	
Sheraton-Inn	Mall-Payne Rd. So.Ptld	Mr. Porta, Mge	775-6161	
Int'L.House of Pancakes	Payne Rd. So. Ptld	Mr. Thomas,Mgr	774-7475	
Huke Lau Restaurant	Me. Mall	Sonny Ang, Owner	775-6388	

FINE ARTS MEDIA-

Bath Marine Museum	Bath, Me	Ms.Bugler Admin. Assist.	443-6311	

Consumer & Homemaking Related Occupations-

Bicnell Photo Ser.	24 Free St Portland	Mr.McQueeney	775-3126	
Sew-Fro	Me. Mall So.Ptld	Mr. Rogers	772-2719	(sewing materials)
Jordan Marsh Co.	Me. Mall So. Ptld	Personnel Mg. Mr. Ivy.	775-5431	
The Foyer	Meetinghouse Hill So. Ptld	Mr. Daniels	799-8162	(decorating material
Old Tavern Farm	Yarmouth	Mr.Leonard	846-5420	
Martin's Mkt.	Falmouth	Mr. Ryder	781-4640	

TRANSPORTATION MEDIA-

Resource	Address	Contact Person	Telephone	Special Inf
Delta Airlines	142 Free St. Portland	Del Hughes,Mgr.	774-3941	
Yellow Freight Systems Inc.	115 Fox Ave. Portland	Mr. Chase	775-6569	(trucking)

MARINE SCIENCE MEDIA-

US Weather Ser.	Forest Ave Portland	Joseph Rigney	773-0352	
Marine -College of the Altantic	Bar Harbor,Me	Steven Katona	288-5017	
Robert Bibber	So.Harpswell	Mr. Bibber	833-2849	Lobster Boat owner

ENVIROMENTAL CONTROL

Bureau of Fostery	Augusta	Clifton Foster Regional Dir.	289-2275	Area Super
" "	Gray	Edward Jones	657-4941	Forest Ranger
" "	Gorham	Mr. Chapman	839-4532	Forestry Service
" "	Windham	George Roupp	892-8500	Forestry Service
" "	Gray	Nat Berry	657-2299	Game Warden

(All of the above have information concerning;
Pest Control, Marking Trees, Fire protection - most inquires should be cleared through Mr. Foster in Augusta)

PUBLIC SERVICE-

Resource	Address	Contact Person	Telephone	Special Info
Bureau of Vocational Rehab.	509 Forest Ave Portland	Ann Nadeau	775-6507	Counselor
Cumb. Town Police	Cumberland	Chief Carter	829-3120	(Town)
Yarmouth Town Police	Yarmouth	Chief Rafferty	846-3133	(Town)
Futura Domes	Portland	David Chadwick	772-1681	Geodadic Domes
St. Dept Industry	Falmouth St. Portland	Russ Edwards		
Audubon Society	Baxter Blvd Portland	Peggy Priest Coordinator	774-8281	(Field)
US Post Office	Cumber.Ctr.	Mrs. Lawson	829-3661	
Fire Dept	Portland	Chief Cremo	775-6361	
Health & Welfare	Forest Ave Portland	Mary Collins	774-4581	Social Work
BNAS(Navy)	Brunswick	Deborah Clark Public Relations	921-1110 -2321	(Field)
Water District	Standish	Mr. Grady	642-2011	
Weights & Measures Dept.	Augusta	Deputy Sealer Mr. Robinson	289-3841	Agriculture
County Sheriff	Portland	Jean Rosse	774-1444	

HEALTH MEDIA

Osteopathic Hosp.	Portland	Mrs. Samon	774-3921	(Dietatic)
Me. Med. Ctr.	Portland	Mrs. Harris Public Relations	871-2196	(all info)
Pineland Hosp & Training Ctr.	Pownal	Mrs. Pare Dir.Voc.Serv.	482-7425	

CAREER EDUCATION:

The beginning of life planning.

SO YOU WOULD LIKE TO

"Shadow"!

Developed by:
Project G.I.V.E.
SAD #51
Cumberland Center, Maine 04021

A shadow has been arranged for you on _____ to _____

_____. Your contact person is _____.

Please contact the Career Education Office immediately to confirm this appointment. (829-3343.)

Estimated Departure Time - from school _____

Estimated Arrival Time -at resource _____

Estimated Departure Time - from resource _____

Estimated Arrival Time - at Cumberland _____

Transportation _____

Please take time to read the following information, it will help prepare you for your shadow experience. The Career Education Staff stands ready to assist you in any way -- if you have any questions or problems with the above arrangements just call - 829-3343.

In the event of special circumstances you are unable to keep your appointment contact the Career Education Office within 24 hours of the appointed time or, if you have to cancell in less than 24 hours contact the resource directly.

Use the following information as a log for your personal files.

SHADOW -- a unique experience that involves your sharing part of a day with a volunteer to follow that person at his/her work. You will see work as it really is. The cooperating sponsor has given of their time to help you obtain information and knowledge with respect to your career interest. Your teachers have agreed to help you make up your missed classes. You have the responsibility to learn and understand as much as possible remembering the other people involved who have all worked together with you to make this experience possible.

You are about to begin a journey that may lead to the most important decision of your life. Choosing a satisfying career is not an easy task, it takes more than a flip of a coin. Like any good decision, the process of fact finding, awareness of alternatives, and understanding of the consequences of each alternative must come before a proper decision can be made. Shadowing is part of this process.

The goals of shadowing include:

(Check appropriate goals.)

___ 1. To become aware of a specific career.
___ 2. To see work as it is for the worker.
___ 3. To explore the preparation of the career.
___ 4. To explore career responsibilities.
___ 5. To understand the work environment.
___ 6. To understand the potential compensation for success at work.
___ 7. To begin to prepare for work.

To get the most out of any experience good planning is essential.

Do you know --

___ 1. Your goals
___ 2. Where you are going
___ 3. What date and time
___ 4. How you are getting there
___ 5. Who your contact person is
___ 6. What career you are to shadow
___ 7. Information about the career
___ 8. What questions you will ask.

Have you --

___ 9. Completed your planned absence form
___ 10. Confirmed your appointment with the Career Education Office
___ 11. Researched your shadow career

How --

___ Independent study
___ Guidance office
___ Career Education office
___ Library
___ Other

___ 12. Prepared a list of questions
___ 13. Read your study guide (attached)
___ 14. Turned in your report

The Career Education office and the Guidance Office have resource materials to help you explore and prepare for your shadow.

Ask about the S.R.A. Career Information file, Occupational Outlook Handbook, and other resources that might assist you.

Have a nice day, enjoy, learn, and explore. Remember it is your life so get the most out of it....

(Please complet and return the attached study guide to the Career Education Office.)

Appendix C

Final Report

September 1974 - June 1975

Y.E.S.

PREFACE

Around the nation many innovative programs related to career and vocational development have been undertaken during the past several years. Implementation of additional projects are probably on the horizon with the overall purpose of providing experiences for students in career exploration relevant to an everchanging technological society.

The theme of vocational development is presently being extended from kindergarten to grade 12 and beyond and includes techniques basic from primary level up to work-study programs for selected students in the senior high school. Yet amid the innovation and planning are a relatively large number of students who function successfully as adults in the world of work. Most of these employable students can assume the same responsibilities required of their employed adult counterparts. The working student must exhibit the desired personal characteristics and willingness to learn which are relative to employment application, acceptance, and job retention. Within these areas he must project the ability for team cooperation with the employer and other employees for the benefit of the firm. He is exposed to human relationships, skill attainment, and job frustrations which provide an atmosphere conducive to personal growth and development. He also enjoys economic rewards for his labor which in turn creates self-reliance, independence, and security.

Background

Steven Galway, a staff member of the Career Education Office, in the fall of 1974, enrolled in an internship program with the University of Maine at Portland-Gorham. In completing one of the requirements for the course, he developed the Y.E.S. Galway having researched the idea, found similar programs (Rent-a-Kid and Y.E.S.) sponsored by New Opportunities for Work and the Maine Employment Commission respectively, met with a great deal of initial success, but for lack of staff to operate the programs, both waned and eventually disbanded. The Career Education Office together with the National Alliance of Businessmen (N.A.B.) created the Y.E.S. at SAD #51 to consolidate job placement services which were already taking place at Greely High School. Previously, job seeking students were serviced by counselors, teachers, co-op coordinators, and career education staff, using a variety of methods of job placement.

Through the creation and implementation of Y.E.S. it is now possible to satisfy the needs of both the students and the community:

1. Students now receive temporary and part-time jobs learning:
   a. punctuality
   b. responsibility
   c. management of money
   d. employer/employee relationships

42

2. The community can now more efficiently obtain students to perform temporary jobs such as:

   a. mowing lawns
   b. babysitting
   c. spring cleaning

Procedure

The procedure followed in processing students for employment is as follows:

1. Students make out a Student Employment Application Form (Appendix A) and a Parental Waiver Form (Appendix B)
2. These applications are then filed in two categories, i.e., High School and Junior High School, and processed by the fifo method.

When perspective employers call in a job request, a Job Order Request is made out. This request is matched with the first student who meets the special qualifications for the job, if any, i.e., age, sex, outdoor work, heavy work, etc. If the first person in the file meets the qualifications he is sent an Employment Notice, which includes name of employer, address, telephone number, and type of work. He is also given a time by which he must contact the employer if he is interested in the job. If not, he must notify this office, at which time the next person in the files is notified of the position, etc.

To make the public better aware of the program, an advertising compaign was begun. It included publications in the Shopping Notes, and Wise Guide, and broadcasts over WGAN,WJBQ, and WLOB radio stations.

Evaluation

Y.E.S. has made an impact on the local community. Students and employers have been presented with the opportunity to help each other while civolving the school in the process. The statistics, presented in the report, give credence to this conclusion. However, a number of problem areas still remain:

1. getting students to sign up
2. transporting students to job sites and back
3. having employers call
4. providing employers with help on the week-end
5. providing for staff to run the service during the summer

Recommendations

It is recommended that the following steps be implemented to assure the continuation of the Y.E.S.

1. An advertisement program be implemented at both the Junior and Senior High Schools to enroll additional students in the program. This would involve both posters and P.A. system.
2. To get more employers to call with requests, money should be invested in an ad with the Portland Press Herald. Something, which, so far, has not been accomplished because of the cost. Also, an attempt should be made at making a 30 or 60 second ad to be broadcast on WGAN TV.

3. A telephone service equiped with a prerecorded message listing the names of three students to call when employers need help on the week-end should be established.
4. It is anticipated that employer requests will not only continue throughout the summer months, but also they will expand. Therefore it is recommended that a part-time staff member be employed for the summer months to process employer requests. Funding for this individual may come from the P.K.O.P. program.

CAREER GRAM

Volume 2 #1 September 5, 1974

Dateline - Cumberland Center
and North Yarmouth

Welcome -- it's good to be back for our second year. We are ready to be of service to all and may be reached at 829-3343 or a personal visit to our office which is located on the second floor of the Geiger Gym (Please take care in using the stairs to the office --- they can be difficult but are much better than the entrance we used last year).

CLUSTER OF THE MONTH

- Business and Office Occupations -

9-9-74 to 9-27-74

Elementary film available -- "When you grow up" -- Business/ Pet Store

Junior High --- Cassette book - "What you should know about a career as an office worker".

Grade 5 - Teacher Unit -- Workers at the bank - related to math

Grade 2 - Teacher Unit -- Telephone workers and using the telephone

RESOURCES

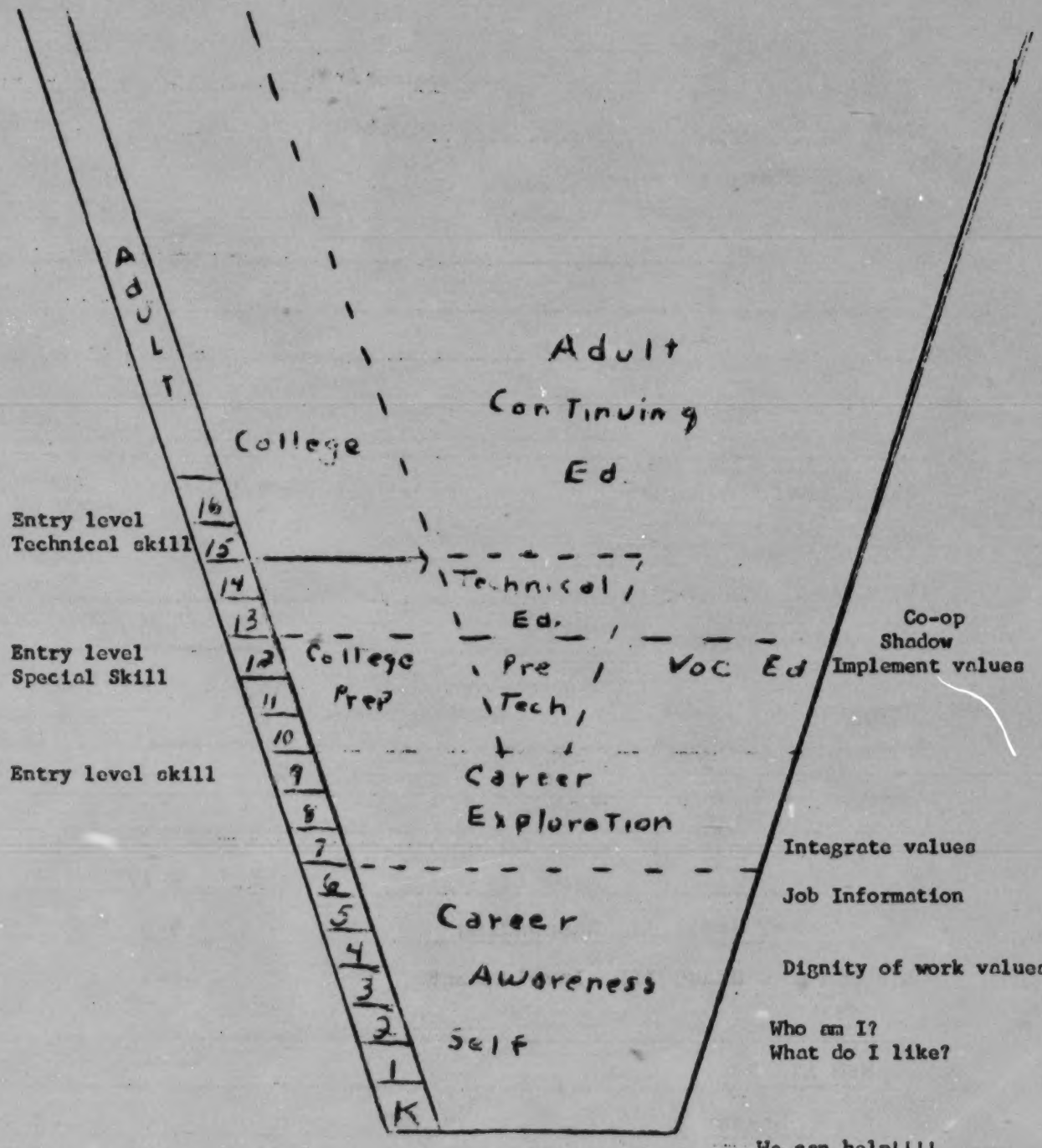
"Focus on Self Development Kits --	Available date
K-2 Stage I "Awareness"	9-17
3-4 Stage II "Responding"	9-9
5-6 Stage III "Involvement"	9-9

CALL TODAY

NEW STAFF

Steve Galway has joined our staff as Vocational Coordinator. He is also a half-time teacher at the high school, teaching 2 English and 1 History class, --- welcome Steve.

Developed by:
Project GIVE Staff
and SAD #51



We can help!!!!
In-Service
Special Projects
Field Experiences
Shadows
Guest Speakers

Developed by:
Project G.I.V.E.
and SAD #51

G.I.V.E. us a call -- 829-3343

PROJECT GIVE
SAD # 51
Cumberland Center, Maine

REQUEST FORM

Date_____

Teacher,_____ School_____

Grade_____ Subject Area_____

Number of Students involved_____

Specific Request_____

_____

_____

Objectives_____

_____

Career level: awareness ___ Exploration___ Preparation ___

Field trip ___ Materials___ Speaker___ Shadow ___

Unit dates: Beginning:_____ Ending_____

Deadline for information:_____

Action: Resources contacted: Dates:

_____

_____

_____

_____

_____

Results:

_____

_____

_____

_____

_____

G.I.V.E.
Form #2 (Revised 3-74)

CAREER GRAM

Volume 2 #3 September 20, 1974

Dateline - Cumberland Center
and North Yarmouth

IN SERVICE

On Wednesday September 25, 1974 there will be a "hands on" workshop on the use of the "Rover" (the portable V.T.R.). Anyone invited (K-12). Meet at the Junior High School Home Ec. room at 1:30 P.M.

FIELD TRIP

Jane Mullany and the first grade students from North Yarmouth Memorial walked to the North Yarmouth Fire Department in conjunction with their study of the letter "F". They were met there by Bob Hazelton, a volunteer fireman, and all enjoyed a fine tour of the fire station. All work has dignity and worth including volunteer

REQUESTS

This office has received several request which are now being confirmed. Hopefully all requests will be set up within five (5) days after being received in this office It is the intention of the project staff to comply with each and every request as promptly as possible and to assist the faculty and students with an experience which is meaningful and of value. We welcome any suggestions. If anyone knows of resources that can assist the project, please let us know.

RESOURCES

Available - fifteen (15) copies of this month's Career World with teacher guide. Features include: Careers with a "Powerful" future,Actors & Actresses, Postal Clerks, and Day Care Aides.

CO-OP

Steve Galway, Co-op Coordinator has been busy locating job-sites for co-op students. Several students have been placed -- Steve Foster is working at Shaker Village as an Assistant to the Director, Arthur Clukey at Porche-Audio in the parts department and David Campbell at Gray Meadow Auto Body Shop as a body repairman

WANTED

The project has an "on-the-job training position available with a Portland Bank. The requirements being: a recent graduate with a strong bookkeeping background. If anyone knows of a recent graduate who is seeking employment in this field please contact this office.

BULLETIN

The U. S. Department of Labor has calculated that there will be some 60 million new job openings by 1985. And hear this----the vast majority of these jobs will NOT require a 4 year college degree. Do we need to adjust priorities????

Developed by:
Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

Volume 2 #4 September 27, 1974

Dateline - Cumberland Center
and North Yarmouth

CAREER GUIDANCE WEEK

The date this year for National Career Guidance week is November 10-16. The theme: "Plug Into Life - Experience the Future".

FIELD TRIP

Frank Gorham and his sixth grade students will tour the Brunswick Naval Air Station on Friday. This field experience is in conjunction with a unit on the weather. Students will become aware of careers in weather service. Also included on the visit will be Mr. Hamilton's sixth grade from Chebeague Island.

RESOURCES

Curriculum Guide for "Bread & Butterflies".
Booklet - Careers with the Bureau of Mines.
Free film list from the Bureau of Mines.
Career film, Dentist - "Where I want to be" - story of a woman dentist (9-12)
Guide for Occupational Studies.

GUEST SPEAKER

Mrs. Salmon, Chief Dietitian from the Osteopathic Hospital, visited the Senior Home Economics class on Thursday, September 26th. The students learned about career opportunities, duties, training requirements of a dietitian.

Marketing & Distribution Occupations Cluster - September 30th to October 18th.
Available:
Cassette and booklet on "What you should know about a career in advertising".

Units available-
Grade 1 - Foods
Grade 4 - Pulp Industries

OF INTEREST

Dry Dough -- A fast-thinking 15 year-old in St. Louis couldn't find a job, so he created one. He hand-dries cars for 50¢ each in one of those coin-operated car washes you drive through. He got the manager's okay to do it, persuading him that the extra service would attract more customers. On a good Saturday, the young man makes $40.00.

Developed by:
Project G.I.V.E.
and S.A.D. #51 Staff

CAREER GRAM

Volume 2 #5 October 10, 1974

Dateline - Cumberland Center and
North Yarmouth

FIELD TRIP

The students from Don McCann's English class along with Norma Fides of Project G.I.V.E. were given an extensive tour of the WGAN-TV studio on Tuesday. Various careers in communication were discussed. Mr. O'rill and Mr. Deacon were most helpful in answering questions regarding preparation and duties in the communication field. The tour included the news room, film splicing, commerical scheduling, and the central control room where various technical aspects of the communication field were observed. The crew at WGAN were very helpful and many interviews in various departments were conducted. Mrs. Fides and students enjoyed lunch and a most enjoyable and profitable day was had by all.

The students from Mrs. Hawkins food service class visited three restaurants in Falmouth. Small groups chose to visit MacDonald's, Deering Ice Cream Shop, a Martin's Food Store (delicatessen). The students learned about career opportunities in food service and will report to each other on what they learned.

VISITORS

Mrs. Samon Chief Dietitian from the Osteopathic Hospital visited Mrs. Hawkins senior home-economics class. She discussed careers in food service at the hospital and outlined the duties of a dietitian.

RESOURCES

S.R.A. Focus on Self Development kits available.
stage II Responding
stage III Involvement

ADULT EDUCATION

A ten week adult education program will begin in November. Anyone interested in teaching a course please contact Roy Dagley 829-3343. If you have any ideas or interest for a course let us know.

NORMA FIDES

Project secretary, paraprofessional, and friend Norma is recovering from pneumonia at C. M. G. Hospital Lewiston, Maine. Hurry back! Claudia Packard will be substituting for Norma starting Wednesday October 9, 1974.

IN SERVICE, OCTOBER 30, 1974

Project G.I.V.E. is pleased to announce that James Paterson a Math teacher from Windham Schools will be conducting a workshop on values clarification. He will devote part of the workshop on classroom application.

Developed by:
Project G.I.V.E.
and SAD 351 Staff

CAREER GRAM

Volume 2 #6 October 25, 1974

Dateline - Cumberland Center and
North Yarmouth

FIELD TRIPS

Linda Kilpatrick and Donna Monson visited the Portland Airport and Forest Avenue Weather Office on Oct. 21. This experience exposed the students to the equipment and people involved in forecasting weather from data gathering to writing forecasts.

On Oct. 10 Mr. Connelly's English class enjoyed listening to Mr. Vern Putney from the Portland Press Herald who explained the various responsibilities and duties of the newspaper industry with particular emphasis on sports reporting.

Mr. Faatz' and his Science class were host to Mr. Clayton Davis of the Me. State Department of Weights and Measures on October 18. The class is currently studying a measurements unit and becoming more aware of careers related to science.

On Oct. 24th Dot Chase and 5 students from her 2nd grade toured the O. P. Peterson Brass Foundry and the bookstore "A Likely Story" in Ptld. This tour is in conjunction with the study of community helpers and exploring the students interests. They were accompained by Nancy Perry a UMPG Intern with Project GIVE. Mrs. Perry is working closely with the class to provide each student with a meaningful awareness for trips of the interest area.

SHADOWS

Pete Pulsifer of Greely High School had a shadow experience with Jeff Ryder of WGAN in his pursuit of the communication media as a career.

ADULT EDUCATION

Any faculty interested in teaching or participating in the Adult Ed. Program please contact Roy Bagley at 829-3343. Registration will be held the week of November 4th and survey forms are being circulated.

RESOURCES

1. Film Strip -- "Meat Prices... A Search for Answers"

2. Book -- Careers in Working with Animals. This book is from the Humane Society of the U.S. Government.

3. Careers in Taxation - IRS

CAREER DAY

A career day was held at Augusta Civic Center for those interested in Photography on October 21. Many professionals were on hand to answer questions for our twelve high school students and two parents who participated.

Developed by:

Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

Volume 2 #7 November 1, 1974

Dateline - Cumberland Center
and North Yarmouth

SHADOWS

Jeff Tardiff and Karen Kinne shadowed at Bicknel Photo Laboratory in Portland to explore their interest in a career of photography.

Two students from Mrs. Hawkins class shadowed at the Osteopathic Hospital as a follow-up to the classroom visit from Mrs. Samon in their pursuit of careers as dietitians.

In pursuit of a career in fashion merchandising, Lorrie Burnell visited the Sear's Department Store in Portland. Lorrie reports that the experience was of great value and that she received some very good information from her visit.

Thirteen students from Carol Jame's business class visited nine individual business establishments in Portland. Each student was assigned to a different office to shadow someone in the area of clerical careers.

FIELD TRIPS

Mrs. McCrae took her morning class and her afternoon class for a tour of the Oulton Dairy Farm in Cumberland. The students viewed the various aspects of a working farm and the responsibilities involved with each job.

Mr. Davis and his sixth graders from the Wilson School went on a field trip to the Brunswick Naval Air Station. The tour included the weather station and the equipment used and also a tour of the P-3 airplane.

Mr. Gorham and his sixth graders went to the Hancock Lumber Company of Gray where they viewed the processing of building products and how math is directly applied in the building industry.

David Lunt and the eight grade went on a trip to the Royal River Brick Yard where they were shown the various processes of making bricks.

RESOURCES

Magazine available - "Career World" - The Continuing Guide to Careers - Various articles of interest in this issue are in the careers of building trades, electrician, foreign language careers, fashion careers and several other fields.

G.I.V.E. us a call and we will be happy to make a copy of the "Career World" available to you. (829-3343)

IN-SERVICE

HOW'S YOUR I.A.L.A.C. ?????

Developed by:
Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

Volume 2 #8 November 13, 1974

Dateline - Cumberland Center
and North Yarmouth

SHADOWS

On November 7th, Bill Taylor from the high school went on a shadow experience with Mr. Roupp and two other representatives of the Maine Forest Service. The shadow experience included exposure to marking trees, tree farms, pest control and fire control. Mr. Roupp is the Forest Ranger for the Cumberland County area.

Lee Hammons visited the Welby Drug Store at the Falmouth Shopping Center in his exploration of a career as a pharmists.

On November 14th Jon Croy of the high school will shadow Mr. William Reed of the computer center at the Casco Bank in Portland in his pursuit of a career in computer service.

SPEAKERS

Mr. Eldridge and Mr. Berry of the Maine Inland Fish and Game Department were guest speakers in Preston Galarneau's class. The discussions involved the various aspects of careers in state service with the Fish and Game Department and the preparation and duties involved. Also, prior to the speakers, the class was shown a film from the Inland Fish and Game Department titled "The White Tail Deer".

On Thursday, October 31st, Mr. Wiles 8th grade social studies classes questioned a panel of three community representatives on the subject of "How Inflation Affects Me". The panelists were Mr. William Garsoe, Cumberland Legislator representing the government viewpoint; Mr. Leon Bien, Professor of Economics at the University of Maine - Portland, presenting the theorists view, and Mr. James McGough of the business community. The discussion was lively and informative.

INFORMATION EVENING

In cooperation with the Guidance Department an Evening of Information will be given for parents and students on November 18th at the high school. The evening will deal with choosing careers and resource people will be available to conduct Vocational Exploration Groups.

RESOURCES

The Department of Conservation, Bureau of Forestry has made available the job descriptions and requirements for the following positions:

Entomologist II -- technical field
Forest Insect Ranger I -- limited technical field
Forester I -- technical forestry work
Forest Watchman -- routine forest fire protection work

Developed by:
Project G.I.V.E. & SAD #51 Staff

CAREER GRAM

Volume 2 #9 November 22, 1974

Dateline - Cumberland Center
and North Yarmouth

SHADOWS

Glen Darling, a Greely High senior, visited the Steven's Architectural firm in Portland. Glen is exploring careers in architecture.

FIELD TRIPS

Frank Gorham and his sixth graders traveled to Lewiston for a tour of the Lewiston Sun-Journal Newspaper on Thursday. Mr. Gorham's class is studying a unit on newspaper and the trip is in conjuncion with the unit.

INFORMATION EVENING

On Monday, Nov. 18, a Career Information Evening was held at the high school. Twenty-eight parents participated in the program. The response from parents has been very good and another session is scheduled for December 2, 1974.

MEETING

There will be an Advisory Board meeting on Nov. 25th at 12:00 o'clock in the home economics room. Anyone wishing to attend -- please contact Norma at 829-3343.

WORKSHOP

A VTR Workshop is scheduled for Monday, Nov. 25th at 2:10 PM in the High School Library. Anyone interested is welcome.

RESOURCES

The following booklets are available for loan from Project G.I.V.E. (829-3343).....

Job Satisfaction: Is There a Trend - Manpower Research - US Dept Labor
The Federal Career Service - At Your Service
Encouraging American Craftsmen
Task Analysis Inventories - A method for collecting job information.
Personnel Evaluation in Vocational and Technical Education
A study of The Attitude Toward Life of Our Nation's Students

TV SERIES

The fourth in the series of ABC Afterschool Specials, presented by ABC-TV will be shown late afternoon on channel 8, Nov. 27th. The title of the program is "The Toothpaste Millionaire".

Preview: Seventy-nine cents for a 3 ounce tube of toothpaste? That sounds like an awful lot of money to Rufus Mayflower, a bright twelve year old black youngster - and the price tag gives him an idea. With the help of two of his friends, Kate Mackinstrey and Oscar Hobarth, he will manufacture his own brand of toothpaste, watch sales shoot up and hear people call him the "Toothpaste Millionaire".

Then one afternoon, without warning, the enterprise comes to a halt as investigators from the Food and Drug Administration close Rufus down. After a hearing, fines for the laws he broke absorb all his profits. He won't have enough money left to buy bubble gum. He has learned - the hard way - about the American business enterprise system in action.

Developed by:
Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

VOLUME 2 #10 December 4, 1974

Dateline - Cumberland Center
and North Yarmouth

SHADOWS

On Monday Ed Gillam went on a shadow experience to the Yellow Freight Systems, Inc. with Mr. Chase. Ed explored his career interest of the computer programing and its application in dispatching.

Mrs. Weeden of the Osteopathich Hospital - Physical Therapy Unit was the sponsor for a shadow experience for Terry Whitman and Andrea Looke. Both girls are furthering their exploration of careers in Physical Therapy.

FIELD TRIPS

A trip to the Portland Press Herald was taken by Linda Kilpatrick and the Social studies class of her sixth grade. A second trip will take place next week with Donna Monson and her sixth graders. A film strip on the Newspaper careers was shown to both classes prior to the field trip.

Nancy Perry, UMPG Intern with Project GIVE has been conducting various field experienc with students from Dot Chase's 2nd grade. Some of the places they have visited include Skillings Greenhouse, W.T. Grant in Falmouth and the Osteopathic Hospital. These field trips are arranged so that for each visit there will be five different students involved until the whole class has participated in a field trip.

GUEST SPEAKER

Mr. Harding, Supervisor of Claims Adjustment, Dept. of Social Security was invited to speak in Mr. Galway's History class last week. His topic was current issues in legislation effecting social security. He also spoke about entry level in the dept. of Social Security by way of civil service positions. Mr. Harding supplied information regarding civil service testing and preparation. Miss Marie Learned, a student, arran Mr. Harding's visit.

PROJECT ADVISORY LUNCHEON MEETING

On Tuesday Project GIVE was host to its Advisory Committee. The Project GIVE Team wishes to thank Mrs. Hawkins and her students for arranging a fine luncheon for the committee. As a result of the meeting a part-time temporary work placement program is being developed by Project Staff for Junior & Senior high students.

SHARING WE NEED YOUR HELP!!!!

Many fine learning activities are happening everyday in SAD #51. Project staff include those we are involved with and those that teachers tell us about. Let's share more information by using the Career Gram. This will contribute to continuity of curriculum and stimulate implementation of good ideas. (1) Phone -3343 (2) Write a note a)leave in mail box, b0 five to staff, c) give to Mrs. Jones. THANKS

EVENING OF INFORMATION

An Evening of Information will be held at the high school on Monday, Dec. 9th at 7:00 regarding Vocational Exploration Groups for parents and students. Due to the limited number of leaders participants must register at the Guidance Office for attendance.

RESOURCES

"Career Education Digest"-containing information in various careers and resource materials.

Developed by:
Project G.I.V.E.
and SAD #51 Staff

VOLUME 2 #11 **CAREER GRAM** December 13, 1974
Dateline - Cumberland Center
and North Yarmouth

SHADOWS

John Willis, a High School Sophomore, went on a shadow experience with Mr. Grys, a trailer truck driver for Sanborn's Express. John reports that he learned a great deal from his shadow and plans to continue his exploration of a career as a truck drive

Nat Berry, Maine State Game Warden, again was host for another shadow experience. This time Dennis Fogg accompained Mr. Berry to explore the various aspects involving a career as a game warden.

Jay Bunker, a Junior High student, traveled to Portland with Mr. White and Mr. Kennedy of the State of Maine Dept. of Weights and Measures. Jay's shadow exposed him [illegible] to the processes involving taxi meters in conjunction with the Weights and Measures department. Another shadow for Jay to travel with the same men is scheduled for next week when he will observe how the department is involved with packaging of products in local stores.

RESOURCES

"The Sum Of All Parts" - a documentary 30 minute video tape consisting of educational experiences preparing people for careers. The tape says there is dignity in all work -- an insight into education which is based on the concept that all students are equal but that abilities, interests, and capabilities differ greatly.
The current issue of "Career World" is available -- various recreation careers are described plus jobs in the merchant marine and other careers. Teacher edition available

20 Revised Occupational Briefs: These resources are available at Project GIVE 829-3343

Bank Workers
Bank Officers
Automobile Manufacturing workers
Opticians
Cooperative Extension workers
Cooks and Chefs
Aluminum Industry workers
Funeral Directors and Embalmers
Physical Education Teachers
Translators and Interpreters
Ophthalmologists
Letter Carriers
Engineering Technicians
Technical Writers
Offset Lithographers
Parking Attendants
Sales Demonstrators
Restaurant Managers
Sewing Machine Operators
Private Switchboard Operators

IN-SERVICE

On December 18, 1974 there will be a volunteer field experience for Elementary and Junior High Faculty to the Computer Center in Falmouth. Field time involved - 1:30 to approximately 3:30 P.M. Please let your Principals or Project GIVE know if you plan to attend by Monday, December 16. Field trip guidelines will be handed out.

Anyone interested in a follow-up program in "Values Clarification" -- please notify Project G.I.V.E. at 829-3343.

Developed by:
Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

VOLUME 2 #13 January 10, 1975

Dateline - Cumberland Center
and North Yarmouth

FIELD TRIP REPORT

After studying the newspaper and making newspapers, Miss Monson's and Mrs. Kilpatr 6th grade class visited the Portland Press Herald on Monday, December 9th. We toured the building. We all had an enjoyable visit. We visited the office where teletypes and typewriters were. The lady that brought us on the tour, Carol, show us their library. The library has all the information in the past years about our schools and other year books. Then we traveled on downstairs where they showe how they make lead plates and printings of a newspaper. Before we left they showe us how they bundle the newspapers and gave us each one.

Submitted by: Patty O'Brien & Debbie Hamlin 6th grade Wilson School

# # # # #

In conjunction with a study of Hospitality and Recreation occupations sixteen Home Economics students along with Mrs. Hawkins, Norma Fides and Anna Shorey visited The York Steak House, The Sheraton-Inn and the International House of Pancakes in South Portland on December 19th. All three facilities were most receptive to the visit and various areas of the hospitality cluster were observed. Participants involved expressed interest and enjoyment with the experience -- some, more than others -- as not all of us were treated to a steak dinner!!!!!

SHADOWS

Scott Bunker from the High School visited with Chief Engineer Bob Landry at the Diamond Machine Corp. of Lewiston on a recent shadow experience. He was exploring his career interest in Mechanical Engineering. Scott's report of the visit concludes that it was an extremely beneficial experience.

Jon Croy and Glen Crosen traveled to Falmouth to the Computer Center on Dec. 17th in exploration of their career interest in the computer industry.

IN-SERVICE

Hazel Guyler, Consultant, reviewed the Bread & Butterfly Series with the 4th,5th and 6th grade teachers. The career development program is on Public television and utilizes a teacher guide for activities.

A Value's Clarification workshop is being planned for the end of January, anyone not signed up -- please contact Project G.I.V.E. (3343)

RESOURCES

The January issue of Career World is now available (call 3343). Articles include; "The Important You - What is This Lifestyle Stuff? - A good article on what values are important to you and how your career will determine the goals you set. Also; Careers in Trucking; Jobs with Horses; Lithographic Printer and other careers. A special Feature on Summber Jobs is also in the current issue.

A set of books relating to Hospitality & Food Service. These books include a text on exploring the career, a Teacher's Guide and an Activity Manual. These books are a McKnight Home Economics Career Program - Field Test Edition.

A film - "A Success Story of Owning Your Own Grocery Store" -- this film tells how it is possible for anyone to become an independent.

Developed by;
Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

VOLUME 2 #14 January 20, 1975

Dateline - Cumberland Center
and North Yarmouth

SHADOWS

Lee Hammons and Chet Williams of Greely High School went on a shadow with Frank Fixaris of WGAN-TV. Mr. Fixaris is the sport's announcer for WGAN. Chet and Lee shadowed as Mr. Fixaris reported a local basketball game. Both students reported that the experience was interesting and they obtained knowledge of the various equipment used in televising a game. Their shadow was done in conjunction with their interest in the communications media.

SPEAKER

Mr. Galway's second semister history class was host to Mr. Harding, Field Representative from the Department of Social Security. This was Mr. Harding's second visit to Greely and again it proved to be most interesting and informative in providing the students with more knowledge of how the system works and also how to be a working part of the system.

EVALUATION

The State Department of Education is sending an evaluation team headed by Dr. Charles Ryann to look over Project G.I.V.E. Surveys will be sent out to selected teachers, students, parents and resources for their use. They will be asking to talk with some teachers and students during their visit on January 24th and 25th. Thank you for your cooperation

RESOURCES

20 Revised Occupational Brief -- available at Project GIVE -- (call -3343)

Lawyers
Hotel and Motel workers
Custom Tailors and Dressmakers
Medical Techonolgists
Timber Workers
Licensed Practical Nurses
Physicians
Rehabilitation Counselors
Cartoonists
Wildlife Managers
Anthropologists
Areospace Engineers
Hotel and Motel Managers
Assemblers in the Electronics Industry
Forest Technicians
Radio-TV Service Technicians
Railroad Brake Operators
Railroad Track Workers
Stock Clerks
Book Editors

Also from the new Job Family Booklet Series: Two books- "Jobs in Business and Offic
& "Jobs in Marketing and Distribution"

The American Pulpwood Association has responded to our inquiry and have made available a film about a course offered at the Washington County Vocational Technical Institute in Calis, Maine. The film describes the harvesting of forest products and logging careers. Mr. Sarna, Division Forester, stated that indications are that the demand for forest products will increase causing a shortage of woods personnel. Therefore, men who enjoy out-of-doors work should definitely consider this career.

Prepared by:
Project GIVE
& SAD #51 Staff

CAREER GRAM

VOLUME 2 #15 January 30, 1975

Dateline - Cumberland Center
and North Yarmouth

FIELD TRIPS

Mr. Blanchard and Mrs. Littlefield's fifth grade classes from the Wilson School visited the studio of WGAN-TV. The students observed various careers in the communications industry.

In the continuation of the "Mini Field Trip Project", five students from Miss Chase's class visited the Circus Time Potato Chip plant in Portland. These trips are being done in conjunction with Nancy Perry, Intern to Project GIVE from the University of Maine.

SHADOWS

Bill Taylor, a student at Greely High School, is exploring his interest of outdoor work by shadowing with a cable splicer from New England Telephone Company.

IN THE CURRICULUM

Do you have trouble balancing your check book? If you do then maybe you should sit in on Doug Clukey's Math class. Students have developed a "Consignment Store" which they operate once a week. Profit, percentage, loans, interest, deposits, withdrawals, and checkbooks are but a few of the terms being discussed. Students must use checks to purchase from the store.

SPEAKERS

Steve Galway reports that his History class was host to Mr. Barrett, Vice President of Casco Bank and Trust Company last week. Mr. Barrett talked of the corporate structure of the banking system and discussed the various careers and the banking industry.

IN-SERVICE

Fourteen teachers had a "hands-on" experience with the VTR. The basic operation of the portable video tape recorder was presented.

In a cooperative effort with the Guidance Department, the Vocational Program for the Handicapped, and Career Education a workshop in communication skill building is being planned. Dr. Ralph Zeiff, and associates from Maine Medical Center Division of Community Psychiatry has agreed to conduct a series of Monday afternoon sessions. Anyone interested please contact the Career Ed. office (3343).

RESOURCES

Still available -- at the High School Library - film on logging from Washington County Vocational School.

12 progrems of the series "Bread & Butterflies" now availalbe call -3343 C.E.

Prepared by: Project GIVE
and SAD #51 Staff

CAREER GRAM

Volume 2 #16 February 24, 1975

Dateline - Cumberland Center
and North Yarmouth

FIELD TRIPS

The Osteopathic Hospital was the site of a visit for ten high school students and Mrs. Marian Burns, Special Education Instructor on January 31st. The students were exposed to career opportunities in the health occupations media.

Nancy Perry, Project G.I.V.E. Intern and five students from Dot Chase's 2nd grade went on a field trip to the Cumberland County Courthouse. They received the personal attention of the County Attorney, Henry Berry and all were very impressed with this experience.

Joyce White, Guidance Counselor and nine high school students visited the McDonald's Restaurant in Falmouth on February 10th. Mrs. White and the students reported that they were shown a film and the various aspects involved in the Recreation and Hospitality occupations media.

SHADOWS

Glenn Crosen and Jon Croy visited the computer and data processing facilities at South Portland High School on February 10th in their continuing exploration of the computer industry.

Arthur Hamilton shadowed a police office from Yarmouth in his continuing efforts to explor the field of law enforcement.

GUEST

George Mitchell, Maine State Police Recruiting Officer, visited with several students from Greely High School on January 28th. The visit was in conjunction with the students interest in exploring law enforcement careers.

IN THE CURRICULUM

A course on preparation for babysitting jobs is being offered to high school and junior high school students. The course is a cooperative effort of the Project G.I.V.E. staff and the Red Cross. The instructor is Mrs. Nathan Reynolds. Many students have already signed up for this course but there is still room for more. If you are interested in this course please contact your Guidance Counselor.
The schedule for the course is as follows:
Feb. 25th and 27th - March 4,6,11,13,18 and 20th - Time: 11:15 to 12:45
The course instruction will be held at the Junior High School.

NOTICE

A YOUTH EMPLOYMENT SERVICE has recently been initiated at Greely which will provide the students at the junior and senior level with temporary work. If you have any work around the house such as shoveling snow, raking leaves, or mowing lawns, or if you know of anyone who does need these services please contact Norma Fides at Project G.I.V.E. at 829-3343.

INSERVICE

We have been notified that our workshop on Communications & Teacher Effectiveness has been approved for 3 recertification credits. Reminder -- next meeting is Monday, March 10th at 3:00 PM at North Yarmouth Memorial School.

Developed by: Project GIVE
and SAD #51

CAREER GRAM

Volume 2 #17 March 7, 1975

Dateline - Cumberland Center
and North Yarmouth

FIELD TRIPS

Mrs. Kilpatrick and Miss Monson accompained their 6th graders, 56 students, to Canal Bank and Casco Bank in Portland this week. The following is a report of activities in conjunction with the banking unit study for the class. The report is submitted by Lori Gould;

> We have been studying banking. We went grocery shopping and added up our totals, figuring tax on a cash register in the classroom. We learned how to cash checks and take out loans, paying back the money so much a month. We learned how to fill out checks and so forth. We also did a section on interest, principle, rate and time work.

Mrs. Jill Johnson, 4th grade at Wilson School reports that her class took an "indoor" field trip within the Wilson School. They visited the kitchen areas (5 students at a time, 5 days for approximately 20 minutes each time). The experience was in conjunction with the class study of nutrition and jobs associated with food service. Mrs. Brown, School lunch Supervisor, arranged the trip and would be interested in having more classes in to visit.

Mr. Lupolt and Mrs. Fides accompained 23 high school business students to Maine Savings Bank and Depositor's Trust Compania in Portland. Various career opportunities in the business media were observed. Also information was obtained regarding on-the-job-training opportunities in the banking industry.

SHADOWS

Gordon Pulsifer, High School Junior, visited with 12 lawyers of the Verrill Dana and Philbrick Law firm in his continuing exploration of a law career.

Bonnie Whitney, High School Senior, observed several opportunities in health careers on her recent shadow to the Maine Medical Center. Bonnie is interested in a career as an LPN.

REMINDER NOTICE

This office has received many application from students who have signed up in the YOUTH EMPLOYMENT SERVICE. The major purpose of Y.E.S. is to provide students (grades 7-12) with the opportunity to work at temporary job sites. These job sites may come from the business community or from the residents of the Cumberland area. If you know of persons in need of an "extra pair of hands" please have them contact this office at 829-3343.

RESOURCES

In an effort to assist students with our nation's tax system the Internal Revenue Service in Augusta is making available four films on a loan basis. These are to be used in conjunction with understanding taxes Program. For further information you may contact this office (3343) or write to :Teaching Taxes Coordinator, PO Box 787, Augusta, Maine 04330.

COMMUNICATION WORKSHOP SCHEDULE (ERROR - No meeting on March 10 as previously reported

March 17 & 31 -- April 14 & 28 -- May 12 & 26 -- June 9 & 13 Time 3 to 4:45 PM

Developed by: Project GIVE
and SAD #51 Staff

Volume 2 #18 March 19, 1975

Dateline - Cumberland Center
And North Yarmouth

FIELD TRIPS

The 3rd grade students from Rosemary Malachowski's class at Cumberland Elementary are participating in the "Mini Field Trip" project. These field trips are arranged so that for each visit there will be five different students involved until the whole class has been involved in a trip of their interest area. Last week there were three visits. The first trip was to the Portland Shoppers Wise Guide newspaper. All were impressed with the experience. They noted that many of the employees have more than one job to do involved with the printing of the paper. The students received a lunch of cookies and a most warm reception. The second trip was to the new location in Cumberland Center of the Federal Savings Bank. These students not only experienced the banking procedure of a branch bank but also received a savings account, each in their own name -- needless to say, they were very impressed. The third trip was to the Cumberland Police Department where the students received a "hands on" exposure to the dispatching equipment. All of the resources have been positive and valuable.

Several of the Junior High students are visiting career interests areas. This week 5 students visited the Mansfield Beauty Academy, The Foyer (interior decorating) and the Portland Police Department. It has been reported by the students who went to the Police Department that they were impressed that Portland has a S.W.A.T Team.

# # # # #

The Junior High has had some very impressive visitors recently. Mr. Fantz's Science class was host to Mr. Paul Concannon, a chemist with the S.D. Warren Paper Company. Various areas of science were discussed.

Jerry Wiles class hosted a panel discussion group on the subject of criminal justice. This will be reported at a later date by the class.

Steve Galway, High School English Department & Co-op Coordinator, reports that his co-op class was host to Mr. Caprio, Assistant Manager of King's Department Store recently. Mr. Caprio discussed with the class such topics as merchandising and retailing, aspects of job entrance, education requirements, advancements opportunities and transfer posibilities. The discussion was most informative as several of the students have career interests in business.

RESOURCES

Available - Careers Program - Topics; Journalism, computers, business administration, agriculture, engineering, food service, graphic arts, automotive service, non-trade careers/women. Each Program contains: two color filmstrips, each about 80 frames; sound on record or cassette, approximating 30 minutes running time for the Program, and a Teacher's Manual. All Programs offering broad career exploration toward a future in which work is meaningful and satisfying. Explored in depth of each career field -- stressing careers requiring nonacademic competencies.

Also available - Discovery Unit - a career exploration program for junior and senior high school students that presents a wide range of career possibilities and aims at giving students an understanding of their interests, goals, and personalities. Includes filmstrip & cassette. # # # # # #

Developed by: Project G.I.V.E.
and SAD #51 Staff

CAREER GRAM

Volume 2 #19 March 28, 1975

Dateline - Cumberland Center
and North Yarmouth

WORKSHOP

Communications & Teacher Effectiveness Workshop will be held on Monday at 3:00 PM at the North Yarmouth Memorial School.

NOTICE

On March 31st at 7:00 P.M. Greely High School in conjunction with the Career Education Office are sponsoring an "Evening of Information". The theme of the evening will be; "What an Employer Seeks in a Job Applicant". There will be two specialists from General Electric in South Portland: A specialist in Salary Relations and a specialist in Hourly Relations speaking frankly on "Who gets hired and why". There will be role-playing in an interview situation. High School students please keep this date in mind -- it will be very good preparation for those of you who will be seeking employment after graduation. Encourage your parents to attend with you.

FIELD TRIPS

Several activities have been going on at the Junior High School in conjunction with the Guidance Department and the Career Ed. office. The 7th & 8th graders have participated in various trips with respect to their individual career interests. Some of the places visited are the Osteopathic Hospital, the Portland Police Department and the Physical Education Instructor for SAD #51 Elementary schools. Many more trips have been scheduled and will be reported in the next issue of the Career Gram.

SHADOWS

Carla Widlund, Greely High School recently shadowed with an Operating Room Nurse at the Maine Medical Center. Carla reports that it was interesting and informative and she intends to continue her exploration in the nursing career.

RESOURCES

Many Occupational Briefs are available at the Career Ed. office. The following is a partial list of career information briefs:

Messengers and office helpers
Economists
Aerospace Industry Manufacturing workers
Automobile salespersons
Blacksmiths
Armed Forces
Nursery & Landscaping workers
Political Workers
Typists
Household Workers
Waiters and waitress
Literary Agents
Boilermakers
Waiter's assistants
Correspondence clerks
Film editors
Apartment building managers
Administrative managers
Shipping Clerks
Fund raisers

REMINDER

Don't forget the Youth Employment Service (YES) -- we have applications from many students who are eager to work. Call us if you know of any jobs they could be hired to do. 829-3343

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Developed by: Project G.I.V.E. & SAD #51 Staff

CAREER GRAM

Volume 2 #20 May 1, 1975

Dateline - Cumberland Center and North Yarmouth

###WANTED- Reaction to "Character Education Curriculum" materials -by GIVE

NOTICES

Revised schedule for Teacher Effectiveness Training Workshop -- Mondays - May 5th, May 12th, May 19th -- June 2nd and June 9th....

There will be a three-day Career Education Institute in Portland commencing on June 16th. A staff member of the Institute has agreed to come to SAD #51 on Saturday, June 14th for a workshop. The staff member is Robert V. Jervis, Program Coordinator, Career Education, Anne Arundel County Public Schools, Maryland. His C.E. Program is a comprehensive K-12 developed with local funds. The program has done extensive work with curriculum development. Any staff interested in attending a workshop on June 14th, please contact Mr. Bagley at the Career Education Office at 829-3343 -- This could be an opportunity to develop Curriculum via a short-cut approach.

ACTIVITIES

VISITORS

The High School Social Studies Department was recently host to Congressman David Emery. Congressman Emery addressed a combined group of faculty and students. After he delivered a brief talk about the new tax rebate program, the Congressman answered questions for the students. Topics touched upon were the two-hundred mile fishing limit, tariffs on imported oil, alternative sources of energy and aid to Southeast Asia.

SHADOWS

During the past two weeks several students have been shadowing with respect to their individual career interests. Among those shadowing were; Marilyn Raven - Osteopathic Hospital; Mike Wallace - Portland Service Center; Arthur Hamilton and David Lawrence - Portland Police Department; Lisa Trusiani - Cumberland County Probation Office.

FIELD TRIPS

Junior High School students have been visiting various places with respect to their career interests. Recently 9 students interested in automobile sales and service visited the Porschi Audio Company in Falmouth. Also, several students visited the Blue Cross Insurance Office to observe office procedures. This week the students will travel to the Brunswick Naval Air Station to observe various careers.

Dr. Stiles, a local veterinarian will be visiting the J.H.S. on May 6th from 1:00 to 2:00 P.M. The Doctor will be showing a film and speaking about animal care. Anyone interested in observing - please contact the Career Ed. Office. Also, Mr. Leasure, an architect, will be visiting the J.H.S. on May 7th. Anyone interested in information pertaining to architectual careers is welcome.

The following article is submitted by Anne Leavitt, sixth grade, Wilson School.

> Careers - A couple of weeks ago Mr. Bagley gave Mr. Gorham's class the opportunity to go to his office and look through his files for information on careers. Some of the jobs the kids looked up were Oceanography, Forestry, Nursing, Architecture, Stewardes, Veterinarian, Mechanics, Radio broadcasting, Aerospace, Truck drivers, Hotel manager, Dental and Aircraft pilot. Most people found it interesting and informative. Most students will have the opportunity to visit areas of interest. We thank Mr. Bagley very much for his help.

Developed by: Project G.I.V.E. and SAD #51.....

CAREER GRAM

Volume 2 #21 May 9, 1975

Dateline-Cumberland Center
and North Yarmouth

NOTICE

As of May 30th Project GIVE will be working full-time on final reports and ask that if you have any requests please submit them prior to that date. Thanks

JOB PLACEMENT

The Career Education Office is sponsoring a three day program called Vocational Exploration Groups, to help students become better aware of job functions, job demands, job interests, and job satisfiers. Over seventy sophomores have signed up to participate during their study periods. Any faculty interested in observing a VEG group -- just let us know.

STAFF DEVELOPMENT

The High School Vocational Handicap program has monies to sponsor an interested faculty member to attend a workshop this June. Anyone interested please see Marian Burns or call C.E. office.

LEADERSHIP TRAINING INSTITUTE

Subject -- Affective Education -- This Institute is planned for August 18-22 at the U. of M. Farmington. Its purpose - to prepare educators and students in the process of teaching and learning effective life coping skills at critical development levels. For further information write; Peter C. Doran, Ph.D. Professor of Health Science, U of M Farmington prior to June 6th.

ACTIVITIES

Mr. Gorham's 6th graders are continuing their career explorations. After researching the files of the Career Ed. office for material on their career interests, they are now being scheduled for shadows with their respective interests. Among the careers they are exploring are; game warden, dentist, professional dancing, veterinarian, transportation, and radio broadcasting.

Carol James' Office Procedures class is on a week long shadow to Union Mutual. Each student is exploring a career in the business media.

Dr. Stiles, Falmouth Veterinarian, visited the junior high school recently. He and his assistant showed the students a film and answered questions. About 45 students were in attendance and much valuable information was obtained.

RESOURCES

Available from C.E. office - People at Wrok kits - Nursing, covering the news, putting computers to work, building the nation, serving the community, enforcing the law, moving people and good, helping people solve problems. Kits contain cassettes and film strip.

IT IS RESOURCE GATHERING TIME - If you have a C.E. resource please let us know and we will pick it up -- of special interest is the King Series of Popeye Comic Books. Just call 829-3343 -- Thank you.

Developed by:
Career Education
and SAD #51 Staff

Subject: NED's September 11, 1974 - Site Visit From: Fred Gannon
Third-party Evaluator

INTRODUCTION

This NED site visit was limited to one half day. It was intended to provide the NED representative an update concerning Project GIVE's activities and to permit him and the project director an opportunity to determine key evaluation activities for the 74-75 year and to establish a timetable for those activities. The visit's objectives were obtained.

GENERAL COMMENTS

There is no floundering as Project GIVE enters its second year demonstrating purpose and direction. Less than one week into the school year, the project has already begun to offer concrete services to SAD #51 staff and students through:

(a) scheduling field trips,
(b) involving high school students in the operation of the project office (a practice NED encourages the project to expand),
(c) an introductory presentation by the project director to the elementary and junior high school faculties during which an overview of the project's services and resources was provided,
(d) a VEG experience for those students working with the Vocational Coordinator,
(e) the issuance of the first "Career Gram." (The mimeo method of reproducing the "Career Gram" as contrasted with last year's ditto procedure has resulted in a more "eye-pleasing" publication.)

The move from the Portland Center to the Gyger building in Cumberland Center has made the project staff more available to the SAD #51 staff and students. Concurrent with that move has been the development of a new filing system permitting easy retrieval of resource and instructional materials and the development of a follow-up system for requests which assures that all requests for services received by the project will be acted upon within three days. Throughout the year, as the Gyger facility is further developed, it is anticipated that it will become a valuable resource center for the district. An awareness of the availability of project resources and services will be further fostered by the project director's plans to continue his practice of being in each school building and available to teachers at least once a week. In addition, the project director intends to establish a regular schedule of classroom observations which also should demonstrate the project's interest in serving teachers.

The prime objective for the project's 1974-75 training activities will be the development of a balanced K-12 career education program with the big thrust on continuous developmental inservice programs as contrasted with fragmented discrete activities. It is NED's opinion that the use of the "Inservice Assessment Instrument" developed by the Ohio Career Development Project which the project director is currently having reviewed by the SAD #51 Administrative Council will provide excellent base information for planning effective inservice programs. Fourteen SAD #51 teachers received recertification credit from participating in the project's 1973-74 training efforts and the instruction of a number of additional SAD #51 teachers positively reflected the project's services. At this point-in-time, there is every indication that the project will be even more widely influential on practice during the current school year.

(continued)

GENERAL COMMENTS (con't)

questions:

1. Do you feel the things you do in your classes are related to life outside of school?
2. Have you had a teacher who talks about jobs as a part of his class? Is the good or bad? If not, would you like it?
3. What was your GPA on your last report card?

On the basis of discussions with selected S/D #51 staff it appears that Mr. Bagley's policy of "immediate response" to requests and the project's service orientation continue to "pay off" with general acceptance by the staff and with the winning of "converts." It must be noted here as was noted with students that the services appear to be more identified with Mr. Bagley as an individual than with the project per se.

There does appear to be an honest philosophical difference between the project administration and the senior high school administration concerning the release of students from regular classroom instruction for career education activities such as shadowing, field trips, and small group guidance sessions. Although both of the involved individuals appear to desire a compromise, the differences are so basic it seems unlikely that change will be forthcoming and that the project will have to limit the offering of these services in the senior high school.

The project director recognizes that the project is on the brink of overextending itself, and this is of concern to him. The project has been extremely responsive to teacher requests, and that responsiveness has in turn led to additional requests for various types of services. He has identified nine priority areas for project activity during the current school year. These areas are

1. Establishing and maintaining community contacts;
2. Working with teachers individually and in groups on the development of career education programs;
3. Scheduling of shadow and mini-field experiences;
4. Working with students on career-education-related activities;
5. Processing and screening information for use by both S/D #51 students and staff;
6. Establishing a career education resource center;
7. Working with Mary Jones on the scheduling of career-education-related field trips (K-12);
8. Developing K-12 career education curriculum guide (s); and
9. Beginning to lay groundwork for a possible regionalized effort.

It appears that the two interns assigned to the project are already overcommitted and can contribute little to accomplishing any of the nine points above. Each intern is obligated for a total of only forty-five hours, and Mr. Bagley has planned a program of activity which involves the interns in project activities as;

a. establishing mini-field experiences for a group of grade 2 pupils;
b. working with a jounio high school social studies panel on "The Effects of Inflation on the Job Market;"
c. assessing inservice needs in the elementary schools;
d. research reading;
e. a survey of work stations; and
f. setting up a part-time employment program.

At the present time the project staff consists of a half-time vocational director, a full-time administrative assistant, and a full-time project director. This nucleus group is providing outstanding and high quality services to S/D #51. It is NED's concern, however, unless additional resources are utilized by the project, the overall quality of Project GIVES's services will suffer simply because the staff will be overextended in an attempt to accomplish the nine tasks noted above. The NED representative and the project director discussed five possible approaches

The project director continues to maintain and extend desirable contacts outside of SAD #51 through activities such as:
(1) the scheduling of an Advisory Council meeting for late September or early October,
(2) expanding the materials resources of the project by establishing a cooperative relationship with the South Portland Career Education Project, and
(3) having the project director as a member of the state team for workshop leaders.

The evaluation needs for the current year remain basically the same as they were for the 1973-74 year. The project director will forward a calander and summary of project activities to NED each month. A NED representative will make periodic site visits. Teacher questionnaires will be administered late in February, 1975, and this activity will be followed in mid-March by NED-conducted teacher interviews. Because of the expense of processing the staff logs, they will be kept and processed only occasionally at times determined by NED.

As Project GIVE enters its second year, the project director's attention will be directed toward developing a program which can be a locally-supported service. If the project is to have a lasting effect on SAD #51 instructional programs, local financing must be of paramount concern. All indications are that it will be a major concern as the project director works with the SAD #51 superintendent on financial matters and explores alternatives such as a cooperatively financed effort with Yarmough.

SUMMARY

From NED's observations during this very limited site visit, it appears the project is commencing its services to the district without delay. The working relationship between project staff and SAD #51 staff and students remains positive and it would seem a productive year can be anticipated.

Subject: NED's October 21-22, 1974 - Site Visit From: Fred Gannon
Third-party Evaluator

INTRODUCTION

The primary purpose of this site visit was to monitor the project's operation and the progress it is making toward establishing career education concepts as an integral part of SAD #51's instructional programs. To accomplish this purpose the NED representative spoke with all SAD #51's administrative and counselor staff members, ten senior high school students, and nine classroom teachers. In addition, the project director and the NED representative attended an SAD #51 Board of Directors meeting. They also discussed various needs of the project which are briefly summarized below.

GENERAL COMMENTS

During this site visit an admittedly unscientific sample of ten senior high school students was interviewed by the NED representative. Two freshmen, four sophomores, three juniors, and one senior were represented in the group of four girls and six boys. The group was obtained by simply asking ten students seated in different sections of a study hall if they would speak with the NED representative. (All students so approached willingly cooperated.) Half of the group knew who Mr. Bagley was and that he "counseled" with students and teachers: but only one student knew what Project GIVE was, and only one student could define career education. Eight of the ten students indicated they had made career choices, but only three of the eight could offer a reason for their choice. Of these three, two reported observation of relatives as the basis for their career choice. Only two of the eight students indicating career choices reported considering alternatives to those choices, and a single student was able to offer a viable reason for his choice by relating it to his interests and abilities. Mr. Bagley indicated that this type of information represented valuable feedback and asked that the NED representative interview another group of students during the next site visit adding these

GENERAL COMMENTS (con't)

to assure that the present level of quality is maintained for all project activities. The alternative approaches discussed were -

A. Establish a priority ranking for each project activity and do not attempt to become involved in all nine areas. Unfortunately, this does not appear to be a realistic alternative as the nine areas were identified as a result of a priority ranking by the project staff.

B. Use a work-study student to release the administrative assistant from clerical responsibilities. This appears to be a possibility although the project budget does not provide funds for additional personnel, and such a move would require cuts in other areas of an already unrealistically tight budget.

C. Obtain additional interns to work on some of the nine areas. As was noted above, while the project provides a good experience for interns, the contribution of an intern to the project is very minimal and places additional responsibilities on an already overcommitted project director.

D. Have one or more project teachers assigned to Project GIVE. The project could offer an extremely desirable learning situation for a project teacher, and the longer term assignment of a project teacher as compared to an intern would seem to indicate that a project teacher could also contribute to accomplishing the project's goals.

E. Obtain outside developmental funding from state or federal funds or from local businesses or philanthropy. A major goal of the project is to develop programs which can be locally supported, and therefore any additional funding should be used only for developmental activities which will contribute to ultimate local support. On the negative side for this alternative is the fact that to seek outside funding will place additional demands on the project director's time.

A brief summary of the discussions between Mr. Bagley and Mr. Gannon concerning each of the nine areas appears below.

1. Establishing and maintaining community contacts--This must remain a major thrust for the project director although he plans an increasing amount of involvement by the vocational director in this facet of the project's activities. NED endorses such increased involvement by the vocational director particulary if it reduces the amount of time required of the project director in this area.

2. Working with teachers individually and in groups on the development of career education programs--This is probably the single most important activity of the project director because it is only as individual teachers develop career-education-related understandings and skills that a working program for SAD #51 will evolve. It is strongly urged, however, that the project director expand the project's involvement in this area through the use of peer teaching and through an exchange of teachers with other career education projects in the area rather than expanding his time commitment to this pahse of project activities. This is also an area where a project teacher could be utilized well particularly in scheduling activities and in the preparation of materials for inservice activities.

3. Scheduling of shadow and mini-field experiences--Responsibility for this important aspect of the project's program can properly be delegated entirely to the project's very capable administrative assistant with the director involved only in "emergency" situations. Of course, this recommendation presupposes that some assistance can be provided to release the administrative assistant of routine clerical duties such as typing and filing.

4. Working with students on career-education-related activities-- This is the single area where NED feels that the project should severly limit its involvement. It is NED's judgment that the only time the project staff should work directly with students is when such work is done as a demonstration of a technique or procedure, and such demonstration should always benefit more than a single teacher. Becoming involved with students is always an exciting and rewarding experience, but it is our conviction that it represents a luxury the project's overworked staff cannot afford and should be resorted to only when it is deemed to represent the best technique for inservicing a group of teachers.

GENERAL COMMENTS (con't)

5. Processing and screening information for use by both SAD #51 students and staff--This is an essential activity but to adequately accomplish it is an extremely time-consuming task. This activity appears to represent what could be a rich and rewarding area for a project teacher to become involved under Mr. Bagley's tutelage. With the project teacher completing most of the actual processing and screening the demands on Mr. Bagley for these activities should be greatly reduced without impairing the quality of the outcomes -- indeed, it is conceivable that an even more comprehensive outcome could result.

6. Establishing a career education resource center--This is probably one of the potentially most lasting services the project can accomplish. If such a center is organized it will leave SAD #51 with a resource of value which can be locally maintained when the project's funding ends. To do an adequate job, however, appears to require more time and capital than the project currently has available. It seems likely that the project should seek some additional outside funding for this effort. Such funding could be used to hire a teacher to work part-time on Saturdays, during school holidays, and in the summer and to obtain materials for the center. With such modest assistance a resource center should be fully operational by September, 1975 if work can commence by January, 1975. (This may be a place where a mini-grant would be helpful.)
7. Working with Mary Jones on the scheduling of career-education-related field trips (K-12)-- It is NED's understanding that the project's involvement in scheduling field trips for the elementary grades is minimal, and this is good. At the secondary level, NED urges that the project's administrative assistant assume responsibility for all field trips. (See 3 above.)
8. Developing K-12 career education curriculum guide(s)-- This is an important activity and should be an aid in developing a unified career education program for SAD #51. It is an activity that should require a minimal time commitment of the project director since he plans to utilize staff committees to develop them. NED does advise that the staff committee for any one level overlap with representation from all levels. For example, if at all possible, the intermediate committee should have a representative from both the primary grades and the junior high school. If this is not a feasible approach, then provision should be made for a "sharing day" where all committees can see what the others have accomplished and WHY. It is further suggested that the committees' memberships have some individuals who did not participate in the Summer, 1973 workshop. The project director envisions the outcome will be a grade-by-grade at the elementary level and a department-bydepartment reference at the secondary level indicating important concepts and suggested activities.
9. Beginning to lay the groundwork for a possible regionalized effort -- This represents an area of minimal commitment for the current school year. This year's efforts will be limited to palnning and preparatory activities. This is an endeavor which could greatly benefit from some outside financial assistance, and the project director is in the process of exploring possible sources of funding. The project director envisions a four-phase approach for regionalization at this time which is-
   Phase I--a cooperative needs assessment and feasibility study for the region. (six months)
   Phase II-- if the needs assessment warrants it, a plan will be developed for the approval of the involved superintendents (six months);
   Phase III--staffing and implementation of the approved plan(one year); and
   Phase IV--refine the implemented plan and "work out" operational bugs(one yea)

During a discussion with the senior high school counselor, Mr. Humphreys, he shared a very comprehensive memorandum for parents which described scheduled guidance activities for the first semester. He indicated his willingness to share such

GENERAL COMMENTS (Con't)

documents with NED, and four postage-paid envelopes are enclosed for this purpose. In addition, Mr. Humphreys agreed to not on his master calendar all career-education-related activities and to indicate the number of students, parents, or teachers involved in each. NED will summarize this information during each site visit. Mr. Humphreys also indicated that it would be desirable for the project director and the counselors to review the project's funding proposal and reach an agreement on who is responsible for the various activities (i.e., Is the project or the high school responsible for completing the follow-up of the calss of 1974)? NED agrees that such a review and assignment of specific responsibilities would be desirable.

In a discussion with Mrs. White, junior high school counselor, she indicated her willingness to maintain records on the numbers and quality of the career-education-related reports prepared by the eight grade students. She also indicated that she would like to see the vocational director assume responsibility for establishing a local summer employment service for SAD #51 students rather than attempt to work through the Greater Portland Area Chamber of Commerce. NED endorses Mrs. White's suggestion, and it is not too early to start preparations for such a service.

Mr. Bagley has agreed to go through Mrs. Jones's records of field trips for the past two years and to provide NED with a count of the total number and a count of the trips that appear to be career education oriented by month.

Mr. Bagley also indicated an interest in obtaining test data and other data on students. The use of most commercially-prepared tests such as the "Self Observation Survey" (SOS) and the "Career Maturity Index" (CMI) is probably beyond the project's financial means. It is NED's conviction such instruments do not yield a great deal of useful information anyway when time and expense are considered. I am enclosing two NED-developed instruments, and the project has NED's permission to reproduce and to use them in part or in toto. During NED's next site visit, scoring and reporting of these instruments can be discussed if the project decides to use them. However, these instruments are not normed and cannot be considered standardized. Other forms of data which are sometimes used in career education projects are attendance records, vandalism records, and structured observation by teachers or supervisors. Alternative data sources such as these can be discussed during NED's next site visit.

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Appendix F

NED NEW EDUCATIONAL DIRECTIONS
BOX 387 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

Memorandum for: MR. BAGLEY

info cc: NED Staff

Subject: NED's January 22, 1975, Site Visit

Date: February 5, 1975

From: Fred Gannon

I. OVERVIEW

During this site visit Mr. Bagley and I discussed evaluation design and agreed upon a timetable for administering the teacher questionnaires and for completing the teacher interviews. In addition, we each interviewed approximately a half-dozen seventh grade students; and I had an opportunity to discuss the project with Tom Joyce. Finally, although I was officially working for Project Maine Stream on January 23, Mrs. Hale loaned me to Project GIVE to meet with Mr. Bagley, Mr. Moran, and Dr. Ryan during the Department of Educational and Cultural Services' "review" visit to the project site.

II. GENERAL COMMENTS

It was agreed that teacher questionnaires will be administered during the week of March 3 and will be tabulated by the project staff. Teacher interviews will be accomplished by a member of the NED staff during the weeks of March 10 and 17. On or about April 1, NED will issue a report for the S.A.D. 51 staff summarizing the results of the questionnaires and interviews and relating the 1975 outcomes to those obtained in March of 1974.

Mr. Bagley and I interviewed a group of seventh grade girls using the attached interview guide. It was not an encouraging experience because students do not remember what has happened to them. For example, students responded negatively to the questions, "Did you visit people at work last year?" and "Did your teacher talk about jobs last year?" when in reality the opposite was true. We had hoped we could obtain an indication of the extent to which career-education-related activities are occurring in S.A.D. 51 classrooms by interviewing a small sampling of S.A.D. 51 students. Apparently, however, the procedure will not work.

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During this visit, I also had an opportunity to speak with Tom Joyce who continues to be supportive of the project's efforts. He indicated that 1/2 to 2/3 of the junior high school students are exposed to "career education" through their classes and through Joyce White's counselor services. He identified the career education emphasis as much stronger at the eighth grade level than at the seventh grade level. It was his stated opinion that the eighth grade level programs would continue at this point without the project IF he can be as supportive as Mr. Bagley has been to the teachers but he also felt that it is unlikely that his administrative responsibilities would permit this. Mrs. White, he indicated, would continue

to serve the seventh grade students but without project support, it seems unlikely that classroom programs will develop at this level. Mr. Joyce indicated that with a third project year the chances of programs developing for all junior high school pupils would be greatly enhanced. He also added that with some semblance of support such as a 1/2 time career education coordinator after the third year, career education will continue to serve S.A.D. 51 students and approaches will be refined. I have reported Mr. Joyce's comments in this much detail because NED concurs entirely with his assessment of the situation.

It is my opinion that the funding question and the review-team-site visit occurred at a most inopportune time thereby requiring the project director and his administrative assistant to redirect their energies from planning major inservice activities and continuing responsiveness to teacher needs. Since I am not in complete agreement with the recommendations as presented in Dr. Ryan's January 28 letter and since NED is retained by the project, I feel I must comment on them particularly since they are the result of an extremely limited sampling of the project's efforts.

1. Project GIVE location--NED agrees that the location of the project office is somewhat less than desirable. Indeed, I feel all of the adventure of climbing Mount Everest on each visit. However, the present location is preferable to being located in a school. If the project is housed in the high school, it will be identified as a high school program in the eyes of the elementary and junior high school teachers it is attempting to serve, and the same principle would apply if it were housed in the junior high school or one of the already over-capacity elementary schools.

2. Community newsletter--The "Careergram" is well received by the teachers but the nature of its contents would have to be considerably modified if it were to be distributed to the general community. I offer that such modifications would diminish its interest to teachers. I suggest that a viable alternative is to incorporate a career education page in the S.A.D. 51 newsletter much as was done in the January issue.

3. Curriculum package--There are literally thousands of packages of "sample materials for infusing career education" available from projects. NED endorses your planned approach of working with staff on the development of a unified, sequential program. Since this will produce a manual or guide, perhaps it will satisfy the apparent intent of this recommendation that the project produce something. Good, bad, and indifferent how-to-do-it materials are available in great quantities. However, if you can develop a system for an articulated program, Project GIVE will have made a substantial contribution to on-going career education in S.A.D. 51 and the country. We further encourage you to continue with your three-step process for developing an articulated sequential program in S.A.D. 51. As I understand the steps they are

Step 1: to develop a schematic plan of current career education activities in S.A.D. 51;

Step 2: to analyze current activities in S.A.D. 51 and to identify areas where additional effort is required to build a comprehensive program on the existing base; and

Step 3: to work with representative teachers, administrators, and, where feasible, students on the design of the comprehensive S.A.D. 51 program.

4. Project title--You have been working since the fall of 1973 to have Project GIVE recognized by the area businesses and industries. I feel that a change of name would engender more confusion than enlightenment at this late date. Perhaps you could satisfy the spirit of this recommendation by adding a "tag line" to your title. For example,

"Project GIVE--a comprehensive CAREER EDUCATION service"

5. Project objectives--NED is in agreement that the project is attempting too much with too little and has so indicated in the past. I agree with this recommendation providing a reduction in objectives by approximately one-third does not establish a condition for also reducing an already inadequate budget by one third.

6. Administrative commitment--This recommendation is quite different in writing than what I thought I heard during the site visit. I thought the review team was asking for a commitment including a dollar commitment from the Directors. As it is stated, I think you already do have pretty fair administrative endorsement. Perhaps a resolution of the administrative council and presented to the Board of Directors would satisfy this recommendation as written.

7. Inservice training--It is my understanding that the project has been providing formal inservice programs although limited by the availability of teachers and has three major programs (cardboard carpentry, unit development, and communication) scheduled. Moreover, NED has and continues to endorse the project director's more subtle approach of visiting teachers, offering assistance, providing them with suggested alternate approaches, being available for support, and being generally well atuned to teacher needs and being responsive to those needs. This approach is certainly "inservice" and is entirely appropriate for S.A.D. 51 and, in my opinion, is more apt to result in a lasting program for S.A.D. 51 than something like "weekly" broad-based career education inservice programs.

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Finally, please remember that it is extremely desirable that the follow-up of the class of 1974 and a summary of Mary Jones' field trip records be accomplished prior to May when NED will start to prepare the year-end report for the project.

III. SUMMARY

Project GIVE has relative strengths and weaknesses as is true of any organization or any individual. Nevertheless, it is providing more service dollar for dollar

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Memorandum for: MR. BAGLEY
info cc: NED Staff

Subject: NED's March 16-21, 1975, Site Visit

Date: March 31, 1975

From: Fred Gannon
Phyllis Tincher

I. OVERVIEW

During this site visit, the NED representatives, Mr. Gannon and Mrs. Tincher, observed Mr. Bagley leading a Vocational Exploration Group (VEG) training session and a Communications Workshop jointly sponsored by the project and the guidance department. The NED representatives also interviewed a random sample of the junior and senior high schools' (52.9%) and the elementary schools' (57.8%) instructional staffs as well as the junior and senior high school counselors and three of the S.A.D. #51 administrative staff. Prior to the site visit, the project staff had administered the teacher questionnaires. Approximately 82% of the elementary and 78% of the secondary teachers returned their questionnaires, and Mrs. Tincher processed these during the visit.

II. GENERAL COMMENTS

Mr. Bagley's VEG training session served four S.A.D. #51 staff members and two non-S.A.D. #51 representatives. It was an informal but well-structured format and should result in an additional four individuals qualified to serve the students of S.A.D. #51. It was disappointing, however, that the plan to involve selected Greely High School students in the program did not gain the support of the high school administration. The prospect of peer-teaching in a career education program was an exciting one.

The communications workshop was adequate and apparently well received by the participating S.A.D. #51 staff. "Adequate and well received" were not satisfactory for Mr. Bagley, and he was observed to critically review the session and at its conclusion made positive suggestions to improve future sessions to the workshop team.

As is NED's policy, periodically during the site visit, Mrs. Tincher shared her observations and the comments and criticisms voiced by teachers during the interviews with Mr. Bagley. Mr. Bagley once again demonstrated the project's responsiveness to the S.A.D. #51 staff by taking immediate action on the comments and to negate the criticisms.

A separate detailed report is forthcoming which will summarize the teacher's viewing of the project and its services based on the teacher interviews and questionnaires.

III. SUMMARY

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From all indications available to NED, the project staff appears to be progressin well toward accomplishing its goals. In our opinion the staff is still overextending itself, but thereby they are accomplishing far more than ordinarily would be expected from such a minimal staff.

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Project GIVE

S.A.D. #51

Summary of Responses to Teacher Questionnaires and Interviews

April, 1975

The sincerest gratitude is offered by the Project GIVE and NED staffs to each of those teachers who took time from already crowded schedules during March to share career-education-related comments and criticisms with the project by completing the questionnaire and/or participating in an interview. It is only as the project is made aware of the concerns and needs of the classroom teachers that it can act and grow to be of maximum assistance to them. Whether your comments are positive or negative toward the project's efforts, they are appreciated, are considered, and are frequently reflected in modifications of the GIVE services.

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I. OVERVIEW AND GENERAL SUMMARY

The percent of the S.A.D. #51 staff that completed a Project GIVE questionnaire or participated in an interview is presented below as Table I. Everyone who is NOT directly involved with the instruction of students, either individually or in a classroom setting, is included in the "noninstructional personnel" groups this year and includes counselors and administrators. The information provided in this report and in the summary tables found in the appendices is based entirely on the responses of the instructional staff.

TABLE I

Percent Responding to Project GIVE Questionnaires and Interviews by Group (Professional Staff Only)

		% Completing	
Questionnaires			
Elementary Instructional Personnel	(N=45, *N=38)	82.2	*71.1
Secondary Instructional Personnel	(N=51, *N=44)	78.4	*75.0
Elementary Noninstructional Personnel	(N=1, *N=6)	100.0	*33.3
Secondary Noninstructional Personnel	(N=4, *N=8)	25.0	*37.5
Interviews			
Elementary Instructional Personnel	(N=45, *N=38)	57.8	*86.8
Secondary Instructional Personnel	(N=51, *N=44)	52.9	*97.7
Elementary Noninstructional Personnel	(N=1, *N=6)	100.0	*100.0
Secondary Noninstructional Personnel	(N=4, *N=8)	75.0	*75.0

In an attempt to show changes during the year, responses to the same or similarly phrased items from the March, 1974 questionnaires and interviews are reported along with a reporting of all of this year's responses. Last year's responses are indicated by an asterisk (*) which is placed before a percent or row of percents. The N (total number responding) for March, 1974 is also reported in the same manner. When the item used this year was not utilized last year or the information was not categorized last year as it is reported this year, this is also noted. All responses are reported as a percent of the total number responding.

While an effort was made to interview 100% of the professional staff last year, a random sample of approximately 60% of the instructional personnel was selected this year. This was done because the cost of interviewing 100% of the faculty this year was prohibitive within the constraints of the project budget. Because of illness,

no longer with school system, or scheduling problems, two elementary and four secondary teachers selected for the random sample were unavailable for an interview.

In general, the data obtained from both sources, questionnaires and interviews, tend to support each other. There are, of course, variations which are attributable at least in part to the fact that while the participants in each group are overlapping, they are not identical. In addition, it is possible that variations could also be attributable to sampling error. Another source of variation could possibly be that an item on the questionnaire could be misinterpreted, but misinterpretation tends to occur less frequently when interviews are used as a source of data.

As was found last year, the elementary teachers as a group appear to be more positive toward career education and toward the project than is true for their secondary counterparts. The elementary teachers do appear to be making progress over last year and look as if they are approaching unanimous support for career education as a concept and for the project's services. While there is some movement at the secondary level in this direction, this group is far from unanimous in its support of career education and the project's efforts. At this point-in-time, full secondary support appears doubtful during the project's funded life given the current change rate.

In practice, there apparently is a substantial amount of career-education-related activity going on in classrooms at all grade levels. Frequently, however, many activities are not labeled by the teachers as "career education." This could be in part attributable to the fact that many of the teachers do not recognize the totality of career education as a concept. Another possibility for this circumstance, of course, is that as teachers become more positive toward career education and see how it can be incorporated into their regular curriculum, they tend not to view activities as separate career education activities, but as an integrated part of regular instruction. Therefore, determining the amount of emphasis placed on specific activities becomes increasingly difficult to do with any degree of accuracy.

Basically, career education is a "process to take a student from where he is through success experiences to where he should be going." (Roy Bagley) It is to help prepare a student for life recognizing that half of his adult life will be spent at work. Many teachers already do this, at least in part, but now the concept is receiving much more emphasis and direction. In fact, many teachers mentioned during the interviews that they did indeed do some career-education-type activities prior to the project. Ideally, career education starts in the elementary school with fostering an awareness of the world of work, self-recognition, goal setting, developing decision-making skills, and establishing positive school attitudes. Exploration starts at the junior high school level looking more specifically into career areas of personal interest. At the senior high school level, exploration continues and training

commences in a specific area chosen by the student when appropriate. The attempt is NOT to channel a student early into a specific career as some teachers erroneously perceive its purpose, but to afford students the opportunity to see what is available and to investigate specific interests. At all grade levels, making what the students learn in class relevant to the outside world is very important. While many teachers did indicate that this was important to try to do, they also admitted very little is being done in this area. As can be seen, career education incorporates more than merely discussing jobs and can fit into all subject areas at all grade levels without disrupting, but rather enhancing, "regular" instruction and such appears to be happening with increasing frequency in the classrooms of S.A.D. #51.

II-A. ELEMENTARY TEACHER QUESTIONNAIRE SUMMARY

Eighty-two percent of the S.A.D. #51 elementary instructional personnel responded to the teacher questionnaire this year; 71% completed and returned it last year. Since there is no way of knowing if this 82% is truly representative of the total elementary instructional staff, the possibility that the "missing 18%" could change the reported response patterns must be considered. In addition, the "missing 29%" last year could be part of the responding group this year and cause response patterns to appear altered. Another caution to be considered is that with the relatively small total number (N) in this group, a shift from one response to another by one or two teachers could change the observed response patterns. A complete summary of teachers' responses to the questionnaire this year and to the same or similar items on last year's questionnaire is attached as Appendix A.

A greater percent of the S.A.D. #51 elementary teachers indicated being aware of the total job required for career awareness (37% in 1974 to 49% in 1975) and to having done their share to provide career awareness (41% in 1974 to 46% in 1975) than was reported last year. Although a comparable percent of the faculty indicated last year the students are generally aware of a variety of career areas by the time they leave the elementary school (44%), a higher percent responded this way in 1975 (62%). However, this same pattern is not true concerning an understanding of basic requirements (41% in 1974; 32% in 1975). This could indicate that last year the teachers felt the students knew about requirements without really determining or being able to determine what the students knew while this year they were more attuned to actually determining the student's knowledge in this area. In addition, as the teachers learn more about career education, they have a better background knowledge to ascertain the student's understanding of basic requirements. Nevertheless, this is probably a general area toward which the project will wish to direct some of its third-year efforts.

The majority of the responding faculty elected the noncommittal "neither agree nor disagree" response concerning whether the total school program (K-12) was adequately providing career-related

experiences for its students [Section I, item 3 (65%) and item 4 (65%)]. The same pattern was also found last year [item 3 (70%) and item 4 (63%)]. This could indicate that the elementary teachers simply are focused on their level and are not aware of happenings in the secondary schools or are not sure what is included in or meant by the total program for the entire school disctrict. However, higher percents responded positively to these two items this year than in 1974 [item 3 (4% in 1974 to 19% in 1975) and item 4 (19% in 1974 to 32% in 1975)] which would seem to indicate that positive progress is being made in this area. The elementary teachers appear to feel they also are making progress toward incorporating career education into the class instruction, but realize there is still much to be done in this area.

The modal responses for activities in the career-education-related areas of values, goals, and decision making tended to be the neutral "some" response with only minimal fluctuations from 1974 to 1975. In terms of career awareness activities, the teachers again tended to elect the "some" response both years. A slight negative shift was observed for items dealing with the job requirements, job skills, and working conditions of various occupations. A minor positive shift was noted for the item on personal traits desirable for employment. However, the majority of teachers professed to place "much" emphasis on recognizing many career areas (62%). These observations might suggest that as the teachers better understand the infusion strategy of career education, they do not view activities such as these separately which could make the required task of indicating emphasis placed on specific activities difficult to ascertain accurately. The higher emphasis placed on recognizing many career areas when compared to the reported emphasis for the other items might indicate either quite a bit of investigation of various occupational areas in the world of work or the item was interpreted to mean the many facets included with examining various career options.

Approximately 70% of the responding teachers indicated that they have had a great deal of exposure to career education concepts, but only 49% signified a great deal of exposure to career education programs. In March, 1974, only 44% and 22%, respectively, responded positively to these two items. In general, the teachers continue to express very positive attitudes toward career education tenets and concepts and demonstrate a knowledge of career education concepts. A slight shift indicating increased knowledge was observed from 1974 to 1975. The elementary teachers continue to have faith in the future of career education as teachers responded the same way both years to the statement, "Career education is another educational frill doomed for failure." Seventy-eight percent disagreed and none agreed with the statement.

The various periodicals reported as read on a regular basis by the teachers continue to indicate a good variety including many professional readings.

II-B. ELEMENTARY TEACHER INTERVIEW SUMMARY

Fifty-eight percent of the elementary instructional personnel participated in the interviews this year, and all of the responses for this year and responses to the same or similar questions last year are summarized as Appendix B. The two Chebeaque Island teachers were not eligible for the sample because of the cost of interviewing them, and one elementary teacher was ill on the day the interview was scheduled.

In general, a greater knowledge, more positive attitudes, and increased practicing of career education was found among the elementary teachers interviewed this year over responses from last year's interviews. In fact, two of the 26 teachers interviewed this year professed they were negative toward the project and could not see how it fit in at the elementary level last year. Now they are very positive and try to do whatever they can in their classes.

The majority of S.A.D. #51 elementary teachers are positive concerning work habits of their students as demonstrated in their responses to items #1 and #6. For all the work habits of boys and girls, the majority indicated the students leaning toward the positive end of the continuum with extreme habits (i.e., on time and late, sloppy and neat) at each end of the scale. In most cases, the percent going toward the positive side is higher this year than in March, 1974. In addition, a greater percent of teachers this year felt the students were aware of and if aware of exhibited good work attitudes at school (85% and 91%, respectively) than felt this way last year (79% and 77%, respectively). As was true last year, the teachers came up with a long list of examples of attitudes which were categorized (item #6). Although the majority starting listing negative examples first because, as some teachers stated, "they're easier to see," all of them could view both good and bad habits at school.

A definite shift was observed this year in the definitions cited for career education. Thirty-one percent this year were able to provide a complete definition as compared to only 3% last year. While 21% of the teachers interviewed in 1974 had no idea what career education was, all teachers interviewed this year were able to supply at least a partial definition. This signified a much better grasp of the multi-faceted nature of career education with teachers realizing it encompasses more than just an awareness of careers open to the students. Since this has been an area of concern to the project, it appears this shift can be interpreted as an indication of the project's positive influence with teachers.

All of the teachers interviewed this year felt career education as they see it is related to all subject areas (79% in 1974), and almost every teacher interviewed both years indicated that it is related in some manner to what they teach. Some method of integration into the present curriculum was cited by 96% of the teachers as ways career education is related to the various subject areas. Almost 81% of the teachers interviewed this year compared to 64%

last year indicated the students are generally aware of a variety of career areas by the time they leave the school. This tends to indicate an increased classroom emphasis through integration on career awareness and examination of areas relating to careers. Since the project has been emphasizing integration strategies, this seems to indicate that the work of the project is helpful to the teachers who have increased classroom activities.

Practically all (96%) of the teachers interviewed expressed the opinion that career training activities or the development of salable skills should be provided for at the senior high school; 73% can see this being offered to some extent at the junior high school; and 27% would like to see it included in some basic form in the elementary schools. The offering of training activities at the elementary and junior high school levels is at variance with generally accepted career education concepts which prescribe career awareness and exploratory activities for these levels, but the statement by teachers that it should be provided for those considering dropping out is understandable. Some of these teachers also felt that basic skills needed for practically any type of job should be offered at these lower levels.

The overwhelming majority of teachers interviewed felt strongly that various career education activities SHOULD BE included in classroom instruction. Many teachers double-checked that it was a theoretical question (SHOULD BE) and NOT asking the degree of emphasis CURRENTLY being placed on the various activities. Although some teachers' comments that these activities were being done to some extent, this would seem to indicate a feeling of less than optimum inclusion of the activities on the part of the teachers interviewed. In fact, the percent indicating great SHOULD BE emphasis was much higher than responses to Section II of the questionnaire seeking the degree of emphasis CURRENTLY placed on career-education-related activities. Perhaps as they continue to be made aware of what else can be done and ways of achieving it, the SHOULD BE and CURRENTLY ARE being stressed percents will become similar.

Most of the teachers indicated that they have attended at least one Project GIVE inservice session with a couple of teachers recalling four sessions. Of the number reporting attending at least one meeting, 22% indicated that the sessions are not reflected in classroom activities. The most popular benefit of the sessions reported was that they have used the sources cited at the meetings (44%). In addition to this, several teachers felt there is now greater career emphasis in class (30%), and 22% indicated they try to make field trips more significant than they had in previous years. One person commented that instead of looking solely at the process for field trips, they now examine the people and what each one does which is one of the concepts that the project has expounded.

Almost 89% of the teachers interviewed were aware of at least some of the services provided by Project GIVE; and of those teachers so responding, 74% indicated they have utilized one or more of the project's services. The most popular source of information on project services was the Career Gram (65%); field trips was the

most commonly used service (71%).

Teacher responses to item #9 of the interview seem to indicate the group as a whole is not equally well informed of occupations at various levels (i.e., professional, skilled, labor). The variety of training avenues possible was generally limited although the knowledge of income potential was good. More advantages than disadvantages were cited for the more professional occupations while the opposite tended to occur with respect to the labor job of animal keeper. Two teachers, however, provided a response beyond what was sought in this item. These teachers indicated that their knowledge of all the jobs was limited, and they would therefore either refer the student to someone knowledgeable in the field or help him/her find the appropriate information. Even though some teachers exhibited a good knowledge of the occupations, when dealing with students in such matters, most of the teachers, indeed, would wish to utilize some reference materials and/or seek outside assistance in an effort to provide the student a realistic picture of the occupation in question.

III-A. JUNIOR AND SENIOR HIGH SCHOOL TEACHER QUESTIONNAIRE SUMMARY

Approximately 78% of the S.A.D. #51 secondary instructional personnel responded to the teacher questionnaire this year, and 75% completed and returned it in 1974. Since there is no way of knowing if this 78% is truly representative of the total secondary instructional faculty, the possibility that the "missing 22%" could change the reported response patterns must be considered. If last year's "missing 25%" is part of the responding 78% this year, the inclusion of different personnel from which results are tabulated could possibly produce a change in the reported patterns. Another caution to be considered is that with the relatively small total number in this group, a shift from one response to another by two or three teachers could change the observed response patterns. A complete summary of the instructional staff's responses to this year's questionnaire and to the same or similarly phrased items on the 1974 version is attached as Appendix C.

Responses to all Section I items this year are more positive than in March, 1974. Thirty percent indicated being aware of the total job required for career education; and 35% profess to be doing their share as compared to 12% and 15%, respectively, last year. Approximately one-third of the responding teachers now feel the total school program (K-12) is providing adequate career-related experiences for the students /~item 3 (33%), item 4 (38%)~7. Last year, no teacher felt the total program was doing its job for students not continuing their education (item 3), and only 15% indicated the total school program was adequately provided career-related experiences for students who will continue their education after high school (item 4). For both of these items, however, approximately 40% of the teachers both years elected the "neither agree nor disagree" response. This could indicate that the teachers are focused in on the secondary level and not aware of elementary happenings and therefore do not wish to take a stand on the items, or that the teachers are unsure as to what is meant and/or included

in the total program approach thus indicating the noncommittal response. From 33% to 60% of the faculty feel the students do possess adequate career-related understandings by the time they leave their schools (15% to 24% in 1974) based on the responses to items 5-9 (Section I) of the questionnaire. Although many teachers did supply a definite answer to this section, about one-third (from 20% to 35%) of the teachers usually chose the noncommittal "neither agree nor disagree" response. This could indicate that the teachers have no basis on which to base a decision; therefore, they record this option for these four items.

The modal responses to Section II of the questionnaire seem to indicate that the secondary teachers are placing "some" emphasis on activities in the career-education-related areas of values, goals, and decision making. In this area, there appears to be a slight decrease in the amount of emphasis given to these various activities over last year's responses. Reported emphasis being placed on career awareness and exploratory activities is generally "little" to "some" which is the same pattern that was found last year. This can possibly be interpreted that as career education theory becomes more known and accepted, these activities then become more integrated and not viewed as separate entities within regular instruction. Consequently, trying to determine the degree of emphasis placed on specific activities becomes increasingly difficult as the activities become infused into the regular curriculum. However, it is also possible that the emphasis recorded is a good indication of the total amount of career activities in classroom instruction.

The secondary teachers appear more positive as a group toward career education and its future as 58% of them disagreed with the statement, "Career education is another educational frill doomed for failure," (30% in 1974) with only 8% agreeing this year compared to 15% last year. The major change noted for this item is that teachers choosing the noncommittal responses in 1974 have taken a more definite stand on career education's future; they lean toward viewing its future as quite good rather than seeing it heading toward extinction. The responding faculty also reports having had more exposure to the various career education concepts and programs this year as opposed to March, 1974 responses (Section II, items 1 and 2). This in part could be attributable to more people attending project inservice sessions as reported during the interviews and the fact that throughout the year continuous exposure to concepts and activities is provided through individual consultation with project staff and printed communications such as the Career Gram and the S.A.D. #51 newsletter. Even though the responses indicate a diversity of attitudes toward and knowledge of career education, a higher percent of teachers this year tended to choose the responses indicating positive attitudes toward and knowledge of what can be done regarding career education. Trends in these areas demonstrate that many of the efforts of the project are being successful.

Section IV of the questionnaire where each teacher is requested to rate nine occupations on the basis of social desirability,

financial reward, and personal satisfaction appeared to be disturbing to some of the faculty. Five teachers did not respond in the normal fashion; instead, they indicated that advice in the areas specified should not be based on the teacher's judgment. As one teacher noted, ". . . what I personally feel should have no place in advising a student about his future." Another teacher wrote, "I don't agree with this type of 'advice'. A student's choice should be based on (his, her) values, not mine. The desirability, financial adequacy, and personal satisfaction offered by each of these jobs depends on the person interested in them. . . ." One teacher omitted the desirability and satisfaction columns, and three other teachers indicated either all "1" or all "3" for these two areas which tends to go along with the comments of the other five teachers. The indicated responses of these four teachers are included in the reporting of responses to this section, but the trend of these four teachers could not be detected from the presented data. Although some of the teachers do not support career education, there is an attitudinal shift evident which is very positive for the project as more teachers this year than last year made comments and response patterns like those discussed above. Career education tenets support the position taken by these nine teachers that qualities of any job depend upon the values, attitudes, and interests of each individual. In general, the remainder of the responses tend to follow the stereotyped pattern with professional-level jobs being rated relatively high in social desirability, financial reward, and personal satisfaction while the unskilled-level occupations generally receive the lowest rankings in the same areas.

It appears that the faculty continues to include a variety of types of periodicals in their regular reading with 65% indicating at least one professional periodical.

III-B. JUNIOR AND SENIOR HIGH SCHOOL TEACHER INTERVIEW SUMMARY

Of the 31 instructional personnel drawn in the random sample for interviews, illness and other unforeseen problems prevented interviewing four of the scheduled teachers. The responses to this year's interview and the same or similarly worded questions to the interview in March, 1974, are summarized as Appendix D.

Based on responses to item #1, with the exception of one work habit of the boys (independence), the majority of the teachers felt their students tended to lean toward the positive end of a continuum with extreme work habits (i.e., sloppy and neat, courteous and rude) at each end of the scale. The fact that 63% of the teachers interviewed indicated the students are aware of good work attitudes and 88% of those teachers felt the majority of students exhibited good work attitudes at school (item #7) complements the trend noted for item #1. The number and types of attitudes exhibited at school that were listed by the teachers varied considerably both this year and in 1974.

An increased knowledge of how career education is defined was demonstrated by the teachers. Thirty-three percent were able to cite a complete definition this year whereas only 12% provided a

complete definition in 1974. In addition, 63% of the responding faculty were able to describe one or more phases of it. Only 4% this year did not have an idea as to what career education entails; in March, 1974, 30% fell into this category. This trend shows that as the teachers continue to be exposed to career education, they obtain a better understanding of its multi-faceted nature.

Almost 93% (84% in 1974) stated that career education as they see it is related to what they teach in some manner, and 90% this year felt it is possible to relate it to all subjects. All of the teachers interviewed this year indicated some method of infusion as the key way to related career education in the various subjects while only 72% cited infusion strategies last year. Since the project has been stressing infusion rather than separate "career education" units, this pattern indicates the project is being successful with its incorporation position. Positive or negative toward the project, the teachers tend to view career education as part of the curriculum rather than an "add on."

Almost half of the teachers interviewed indicated that students are generally familiar with the variety of career choices open to them by the time they leave their school. This is a much higher percent than last year when only 26% of the teachers felt the students were knowledgeable of many career choices. Of the teachers saying that students do know about many career choices, a much higher percent this year (7 %) than in 1974 (36%) felt the students also have a realistic picture of the training requirements for the many career choices available. These patterns contribute to the evidence of increased classroom exposure in many areas. The project has been stressing that the classroom is where career education should take place, and the trend of increased awareness on the part of the students shows progress in this direction.

Regarding the offering of career training activities or the development of salable skills at the senior high school level, almost as high a percent this year (85%) felt this should be provided as those teachers taking the same position last year (91%). When asked if these activities should be at the junior high and elementary levels, 73% and 93% indicated "no" for junior high and elementary grades, respectively. A slight shift from last year's responses toward the "no" response was observed for these two levels. This trend is in agreement with career education concepts, but some teachers who indicated "yes" felt it should be available to students at the junior high who have already made their career decision and also for those students who no longer want to continue to attend school. The coop program set up for a couple of junior high school students by the project was commended here and cited as a reason for inclusion of such training activities at that level. Some teachers who responded "yes" also felt basic skills encompassing many careers would be desirable at these lower levels.

Responses of the teachers interviewed regarding how strongly certain activities SHOULD be included in classroom instruction varied. A slight trend was noted for "exploring many career areas" in that a higher percent of teachers this year indicated that some to a great deal of emphasis should be placed on this activity than

was reported for this same item during last year's interview (74% in 1975; 58% in 1974). This could demonstrate success on behalf of the project regarding the infusion concept because the teachers seem to feel a greater need of career exploration possibly because they see it does not have to be something added to a crowded curriculum. It also tends to indicate an increased understanding by the faculty of the need for career education at this level. Although the teachers appear to feel these activities SHOULD receive quite a bit of attention in classroom instruction, responses on the questionnaire ascertaining the extent the activities CURRENTLY ARE emphasized indicated they are not including career education activities to the optimum level established in the SHOULD BE activities discussed during the interview (item #8).

Over 81% of the responding faculty reported attending at least one Project GIVE inservice session with over half (64%) of these teachers recalling attending at least three meetings. In 1974, only 44% reported attending any inservice sessions. The most commonly cited meeting was the values clarification workshop with the guest speaker. Although many teachers felt this speaker was too idealistic and his methods too unrealistic for classroom use, a few of them commented that it was good to have the importance of values clarification mentioned as they tend to forget about it in their day-to-day instruction. Of those teachers attending at least one meeting, 27% indicated the sessions were not reflected in classroom activities. This is a much lower percent than last year when 42% felt the session(s) was (were) not so reflected. Regarding the teachers who felt the sessions are reflected in classroom activities, the two most commonly mentioned ways were the VTR (18%) and try to include more career emphasis in class whenever appropriate (14%).

A lower percent of teachers this year felt they were aware of some or all of the services offered by Project GIVE than teachers interviewed last year (59% in 1975; 77% in 1974). The possibility exists that teachers aware of services last year realized that there were more services than they originally thought. In addition, it is possible that sampling error could contribute to this shift. Of those teachers who stated they were aware of at least some of the services, 88% indicated the major source of information concerning services was the project director. The Career Gram was the next most frequently noted source (38%). Fifty-six percent of the teachers who know about the project's services have made use of one or more services. Of the teachers who have utilized services, the VTR was cited most often (44%). Two other services each cited by 33% of the teachers were borrowing audio-visual materials such as films, filmstrips, and tapes and making use of coop activities by either referring or hiring a student. In 1974, field trip services was the most commonly cited service (53%) with borrowing audio-visual materials as second (35%).

In response to item #10 requesting information that a teacher would give to a student regarding the training required, income potential, advantages, and disadvantages for three jobs, three

teachers for two of the occupations and two teachers for one of the jobs gave a response beyond what was sought in the interview. These teachers stated they did not possess the knowledge needed to inform students for these jobs so they would either refer students to someone in the field or to the guidance department or help the student locate the information desired. This is a very good response, especially when one considers that there are over 20,000 occupations listed in the Dictionary of Occupational Titles, and one teacher cannot possibly know about every job. The intent of this item is to see if the teacher has a general knowledge of certain careers and if both advantages and disadvantages can be seen in any job. Knowledge of the various training avenues available for the three jobs was quite diverse. A better knowledge of training was demonstrated as the job moved toward the labor classification. For example, 70% of the teachers stated accurate training requirements for an animal keeper, 41% were accurate for a newspaper columnist, but only 15% knew the training necessary for an optometrist. A fairly good understanding was found concerning income potential. An interesting pattern developed regarding advantages and disadvantages. More advantages than disadvantages were cited for the professional-level job of optometrist, while many advantages AND disadvantages were given for the other two occupations. It appears that as the occupation approaches the professional classification, disadvantages are not as evident from the viewpoint of someone outside of the job. During the March, 1974 interviews, the teachers interviewed appeared to demonstrate a good understanding of basic requirements.

APPENDIX A

The Project GIVE "Elementary School Teacher Questionnaire" is a self-report instrument designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. In addition to providing data for the project's assessment, each section of the questionnaire is intended to furnish the Project GIVE staff with information useful in the planning and design of the inservice training programs which the project will offer to its clients. The questionnaire is designed for elementary school teachers, and its contents are geared to career education at that level.

The four sections of the questionnaire are

Section I (7 items) -- assesses teachers' perceptions of the extent to which the school is providing career-education-related activities and their attitudes toward those activities.

Section II (15 items) -- is a self-reporting of the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Section III (9 items) -- assesses the teachers' information background for career education and their attitudes toward career education concepts.

Section IV -- furnishes an indication of the breadth of a group's experience as represented by the periodicals they report as read on a regular basis.

All responses for Sections I-III are reported in this summary as percents of the total group (N). Since the group completing the questionnaire is relatively small, a single change of category can cause an apparent, but not necessarily significant, change in the response pattern for a given item. For example, when N = 21, each individual represents 4.8% of the responding group.

Section II responses are reported by classification of activities. In establishing any classification system, judgments are exercised, and often an activity fits more than one classification. To illustrate, "recognizing personal traits desirable for employment" is classified in the career awareness category, but equally valid cases can be developed for classifying this activity in the values, goals, and decision-making category.

Responses to the same or similarly worded items on last year's questionnaire are also provided. The top line in each pair of percents represents this year's responses, and the bottom line with an asterisk (*) in front of it denotes responses in March, 1974.

Set S.A.D. #51 Elementary Teachers Number 37[1] (*27)

SECTION I

A = agree, D = disagree, N = neither agree nor disagree, O = omit

	A	D	N	O
1. I am aware of the total job required for career awareness for our students.	48.7	21.6	27.0	2.7
	*37.0	33.3	25.9	3.7
2. I have done my share of the total job of career awareness for our students.	45.9	27.0	27.0	--
	*40.7	18.5	40.7	--
3. Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.	18.9	13.5	64.9	2.7
	* 3.7	25.9	70.4	--
4. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.	32.4	2.7	64.9	--
	*18.5	18.5	63.0	--
5. Students are generally aware of the VARIETY of career areas available to them by the time they leave our school.	62.2	5.4	32.4	--
	*44.4	22.2	33.3	--
6. Our students generally know what CAREER AREAS they want to explore by the time they leave our school.	32.4	24.3	43.2	--
	*18.5	40.7	40.7	--
7. Students generally have a realistic understanding of the BASIC REQUIREMENTS (h.s. diploma, vocational school, college) for the various career areas available to them by the time they leave our school.	32.4	24.3	40.5	2.7
	*40.7	22.2	37.0	--

[1]One teacher did not complete the questionnaire because she felt most questions were not applicable to her grade level.

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Set S.A.D. #51 Elementary Teachers Number 37 (*27)

SECTION II

G = great, M = much, S = some, L = little, N = none, O = omit

	G	M	S	L	N	O
VALUES, GOALS, AND DECISION MAKING						
1. Recognizing which values become important to an individual.	27.0	35.1	35.1	2.7	--	--
	*22.2	33.3	44.4	--	--	--
2. Exploring work values.	13.5	29.7	48.7	5.4	2.7	--
	*18.5	22.2	55.6	3.7	--	--
3. Identifying short-term goals.	10.8	40.5	43.2	5.4	--	--
	*11.1	63.0	22.2	3.7	--	--
4. Identifying long-term goals.	2.7	24.3	62.2	8.1	2.7	--
	*11.1	25.9	48.2	14.8	--	--
5. Recognizing the effect of values and goals in decision making.	8.1	21.6	51.4	18.9	--	--
	*18.5	29.6	44.4	7.4	--	--
6. Exploring decisions that may be irreversible.	2.7	10.8	40.5	32.4	13.5	--
	* 3.7	18.5	51.9	14.8	7.4	3.7
CAREER AWARENESS						
7. Recognizing that job requirements vary among jobs.	8.1	37.8	35.1	8.1	10.8	--
	*18.5	37.0	29.6	11.1	--	3.7
8. Recognizing that job skills vary within occupations.	10.8	21.6	43.2	13.5	10.8	--
	*55.6	22.2	40.7	18.5	--	7.4
9. Recognizing that working conditions vary within occupations.	8.1	5.4	62.2	10.8	13.5	--
	*11.1	14.8	48.2	22.2	3.7	--
10. Recognizing personal traits desirable for employment.	5.4	27.0	54.1	5.4	8.1	--
	* 3.7	7.4	66.7	14.8	7.4	--
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.	8.1	27.0	51.4	10.8	2.7	--
	* --	25.9	33.3	37.0	3.7	--
12. Recognizing the changing roles of people in today's world.	8.1	27.0	40.5	13.5	10.8	--
	* 7.4	25.9	44.4	14.8	7.4	--
13. Recognizing the technological impact on society in relation to expanded employment opportunities.	2.7	5.4	29.7	27.0	29.7	5.4
	* --	7.4	48.2	33.3	11.1	--

Set S.A.D. #1 Elementary Teachers Number 37 (*27)

	G	M	S	L	N	O
14. Exploration of work roles.	8.1	35.1	32.4	16.2	8.1	--
	*11.1	18.5	63.0	7.4	--	--
15. Recognizing many career areas.	8.1	62.2	16.2	5.4	8.1	--
	* --	--	--	--	--	--

SECTION III

SA = strongly agree, A = agree, N = neither agree nor disagree,
D = disagree, SD = strongly disagree, O = omit

	SA	A	N	D	SD	O
1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	5.4	64.9	24.3	5.4	--	--
	*11.1	33.3	33.3	22.2	--	--
2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.	5.4	43.2	45.9	5.4	--	--
	*11.1	11.1	44.4	29.6	3.7	--
3. As the ability level of the student decreases, so does his need for career education because there are fewer options open to him.	2.7	8.1	2.7	37.8	48.7	--
	*14.8	3.7	7.4	48.2	25.9	--
4. Vocational education and career education are synonymous terms.	2.7	10.8	8.1	54.1	21.6	2.7
	* 3.7	11.1	11.1	70.4	3.7	--
5. World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.	5.4	16.2	27.0	40.5	5.4	5.4
	* --	40.7	37.0	18.5	3.7	--
6. Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	2.7	16.2	45.9	27.0	5.4	2.7
	* 3.7	29.6	48.2	18.5	--	--
7. Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.	5.4	18.9	8.1	59.5	8.1	--
	* 7.4	18.5	44.4	25.9	3.7	--

Set S.A.D. #51 Elementary Teachers Number 37 (*27)

	SA	A	N	D	SD	O
8. Teachers of students with special needs face specific problems of instruction which demand all of their attention and therefore the addition of career education instruction represents an unnecessary burden.	--	10.8	24.3	43.2	21.6	--
	* 7.4	18.5	18.5	44.4	11.1	--
9. Career education is another educational frill doomed for failure.	--	--	21.6	48.7	29.7	--
	* --	--	22.2	55.6	22.2	--

SECTION IV

Periodicals in the double starred (**) groupings were categorized as professional reading when the publication was directly related to the teacher's instructional assignment (e.g., news magazines = social studies, Sports Illustrated = physical education, Farm Journal = agriculture, Ceramics Monthly = art, etc.).

CATEGORY	EXAMPLES (not all inclusive)	% responding 1 or more times in category
A. Newspapers	both daily and weekly	83.8 *96.3
B. News magazines**	Changing Times, Time, Newsweek, etc.	62.2 *70.4
C. Special Interest**	Farm Journal, Smithsonian, Ceramics Monthly, National Geographic, etc.	40.5 *44.4
D. Recreational**	Playboy, Sports Illustrated, Cosmopolitan, Ladies' Home Journal, etc.	40.5 *33.3
E. Professional	Phi Delta Kappan, English Journal, NASSP Bulletin, etc.	73.0 *77.8
F. Digests	Reader's Digest, Coronet, etc.	37.8 *48.2
G. Not responding		5.4 * --

ELEMENTARY TEACHER INTERVIEW
(N=26 except where noted)
*(N=33 except where noted)

APPENDIX B

1. BOYS -- "typical" work habits:

a.	On time	76.9 *66.7	Late	23.1 *30.3	Neither	-- *3.0	Omit -- *--
b.	Neat	53.9 *33.3	Sloppy	46.2 *63.6	Neither	-- *3.0	Omit -- *--
c.	Courteous	80.8 *66.7	Rude	15.4 *33.3	Neither	-- *--	Omit 3.9 *--
d.	Independent	61.5 *60.6	Dependent	34.6 *39.4	Neither	3.9 *--	Omit -- *--
e.	Follow orders	80.8 *81.8	Ignore orders	19.2 *18.2	Neither	-- *--	Omit -- *--

GIRLS -- "typical" work habits:

a.	On time	84.6 *84.9	Late	15.4 *15.2	Neither	-- *--	Omit -- *--
b.	Neat	96.2 *84.9	Sloppy	3.9 *15.2	Neither	-- *--	Omit -- *--
c.	Courteous	100.0 *87.9	Rude	-- *12.1	Neither	-- *--	Omit -- *--
d.	Independent	65.4 *60.6	Dependent	30.8 *39.4	Neither	3.9 *--	Omit -- *--
e.	Follow orders	96.2 *93.9	Ignore orders	3.9 * 6.1	Neither	-- *--	Omit -- *--

2. Definition of career education:

a.	Complete definition	30.8 * 3.0
b.	Partial definition	69.2 *75.8
c.	No idea	-- *21.1

Phase(s) included in partial definition: (% based on number citing partial definitions)

a.	awareness only	27.8
b.	sequencing including training	61.1
c.	sequencing excluding training	11.1
d.	related areas	22.2
e.	belongs in high school only	--

*(no March, 1974 data)

*Denotes responses to March, 1974 interviews.

95

3. Is career education related to the things you teach?

Yes	No	Omit
92.3	7.7	--
*90.9	* 6.1	* 3.0

Is it related to all subjects or just certain subjects?

All	Some	Don't Know	Omit
100.0	--	--	--
*78.8	*12.1	* 6.1	* 3.0

How is it related to the various subjects?

a.	integrated into present curriculum	30.8	*83.3
b.	subject-matter relevance	42.3	
c.	self-development, values	26.9	
d.	occupations within each subject	30.8	
e.	skills for jobs	15.4	
f.	special "career education" activities	3.9	*10.0
g.	omit	--	* 6.7

[Response (a) last year was broken down into various components this year.]

4. Are students generally aware of a variety of career areas by the time they leave this school?

Yes	No	Don't Know
80.8	11.5	7.7
*63.6	*36.4	* --

How are the students made aware of the various career areas? (% based on number responding yes)

a.	discussions	66.7	*57.1
b.	speakers	42.9	*57.1
c.	AV materials (films, filmstrips)	53.4	*52.4
d.	field trips	85.7	*61.9
e.	mini field experiences	9.5	* --
f.	special activities (units)	28.6	*23.8
g.	home experiences (TV)	28.6	* 9.5
h.	software materials	57.1	* --
i.	other	14.3	*19.0

5. Should career training activities be provided in

		Yes	No	Don't Know
a.	senior high school?	96.2	3.9	--
		*90.9	* 6.1	* 3.0
b.	junior high school?	73.1	26.9	--
		*72.7	*21.2	* 6.1
c.	elementary school?	26.9	69.2	3.9
		*33.3	*66.7	* --

6. Are students aware of good work attitudes?

Yes	No	Don't Know
84.6	15.4	--
*78.8	*21.2	* --

Do the majority of the students exhibit good work attitudes at school?
(% based on number responding yes)

Yes	90.9	No	9.1	Don't Know	--
	*76.9		*23.1	*	--

Examples of work attitudes exhibited at school:

a.	cooperative in groups	19.2	*27.3	l.	bothers others	19.2	* 6.1
b.	neat	7.7	*27.3	m.	sloppy	11.5	*18.2
c.	work till done	23.1	*15.2	n.	get done to get done	3.9	* 9.1
d.	works well independently	26.9	*42.4	o.	dependent	11.5	*21.2
e.	on time	11.5	*18.2	p.	late	--	* 3.0
f.	seeks extra work	3.9	* 9.1	q.	can't finish work	7.7	*12.1
g.	manages time well	3.9	*21.2	r.	wait till last minute	3.9	* 3.0
h.	strives for best	23.1	*15.2	s.	discipline problems	7.7	*12.1
i.	ambitious	30.8	* 9.1	t.	lazy	23.1	*15.2
j.	follows directions	11.5	* 3.0	u.	doesn't follow directions	26.9	* 6.1
k.	honest	3.9	* --	v.	do minimum amount	7.7	* --
				w.	no pride in quality	15.4	* --
				x.	other	7.7	*27.3

7. How strongly each of the following statements should be included in classroom instruction:
G = great, M = much, S = some, L = little, N = none

		G	M	S	L	N
a.	Recognizing which values become important to an individual.	84.6	15.4	--	--	--
		*78.8	21.2	--	--	--
b.	Recognizing personal traits desirable for employment.	46.2	30.8	7.7	--	15.4
		* --	--	--	--	--
c.	Recognizing many career areas.	38.5	50.0	3.9	--	7.7
		*48.5	27.3	18.2	3.0	3.0
d.	Recognizing the importance of personal satisfaction in what you do.	92.3	7.7	--	--	--
		*78.8	18.2	--	3.0	--

8.A. Have you attended any of the inservice sessions offered by Project GIVE?

Yes	88.5	*52.5	No	11.5	*48.5

How many? (% based on number responding yes to A)
1--43.5 2--21.7 3--26.1 4-- 8.7 *(no March, 1974 data)

When? (% based on number responding yes to A)

a.	summer 1973	34.8	*64.7
b.	introduction to GIVE	39.1	*35.3
c.	VTR	39.1	* 5.9
d.	Values clarification	34.8	
e.	"Bread and Butterflies"	34.8	
f.	Communications workshop	17.4	

How are these sessions reflected in the activities in your classes? (% based on number responding yes to A)

a.	not reflected	21.7	*17.6
b.	developed and used a unit	13.0	*47.1
c.	developed additional units	--	*11.8
d.	more career emphasis in class	30.4	*52.9
e.	made me more aware	13.0	*35.3
f.	reinforce what I'm already doing	8.7	* --
g.	used sources cited at meetings	43.5	* --
h.	more significant field trips	21.7	* --

B. Are your aware of the services offered by Project GIVE?

Yes	Some	No
80.8	7.7	11.5
*90.9	* --	* 9.1

How did you find out about the various services? (% based on number responding yes and some to B)

a.	summer workshop	13.0
b.	Career Gram	65.2
c.	Roy Bagley	52.2
d.	other	17.4

*(no March, 1974 data)

C. Have you made use of any of the services that Project GIVE can provide? (% based on number responding yes or some to B)

Yes		No	
73.9	*76.7	26.1	*23.3

Which services? (% based on number responding yes to C)

a.	kits	17.6	*13.0
b.	VTR	23.5	*17.4
c.	borrowed hardware	23.5	*39.1
d.	field trips	70.6	*78.3
e.	personal consultation	35.3	*34.8
f.	borrowed AV materials	58.8	*52.2
g.	speakers	11.8	* 8.7
h.	software	47.1	* --
i.	"Bread and Butterflies"	41.2	* --
j.	other	17.6	* 4.3

9. Responses concerning training required, income potential, advantages, and disadvantages of the following three jobs:
(+ = general idea for training and income, gave two advantages or disadvantages; 1 = gave one advantage or disadvantage)

	training		income		advantages			disadvantages			referral
	+	-	+	-	+	1	-	+	1	-	
a. newspaper columnist	26.9	65.4	73.1	19.2	73.1	19.2	--	42.3	42.3	7.7	7.7
b. optometrist	34.6	57.7	84.6	7.7	69.2	23.1	--	7.7	46.2	38.5	7.7
c. animal keeper	84.6	7.7	69.2	23.1	42.3	46.2	3.9	50.0	26.9	15.4	7.7

*(March, 1974 interview responses to six jobs)
(+ = general idea for training and income, gave two advantages or disadvantages)
N = 30, nonusable data from 3 interviews

	training		income		advantages		disadvantages	
	+	-	+	-	+	-	+	-
a. hospital orderly	76.7	23.3	60.0	40.0	63.3	36.7	73.3	26.7
b. refuse collector	96.7	3.3	56.7	43.3	53.3	46.7	73.3	26.7
c. computer programmer	60.0	40.0	73.3	26.7	60.0	40.0	60.0	40.0
d. airline pilot	53.3	46.7	93.3	6.7	83.3	16.7	63.3	36.7
e. seamstress	76.7	23.3	46.7	53.3	73.3	26.7	50.0	50.0
f. carpenter	83.3	16.7	83.3	16.7	86.7	13.3	53.3	46.7

APPENDIX C

The Project GIVE "Junior and Senior High School Teacher Questionnaire" is a self-report instrument designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. This year's edition is shorter than last year's version but contains those items that yielded the best information last year. In addition to providing data for the project's assessment, each section of the questionnaire is intended to furnish the Project GIVE staff with information useful in the planning and design of the inservice training programs which the project will offer to its clients. The questionnaire is designed for junior and senior high school teachers, and its contents are geared to career education at that level.

The five sections of the questionnaire are

Section I (8 items) -- assesses teachers' perceptions of the extent to which the school is providing career-education-related activities and their attitudes toward those activities.

Section II (24 items) -- is a self-reporting of the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Section III (8 items) -- assesses the teachers' information background for career education and their attitudes toward career education concepts.

Section IV (9 items) -- provides teachers an opportunity to express their attitudes toward (social desirability and personal satisfaction) and knowledge of (financial reward) nine jobs representing the various clusters.

Section V -- furnishes an indication of the breadth of a group's experience as represented by the periodicals they report as read on a regular basis.

All responses for Sections I-IV are reported in this summary as percents of the total group (N). Since the group completing the questionnaire is relatively small, a single change of category can cause an apparent, but not necessarily significant, change in the response pattern for a given item. For example, when N = 21, each individual represents 4.8% of the responding group.

Section II responses are reported by classification of activities, and Section IV results are reported by occupational level. In establishing any classification system, judgments are exercised; and often an activity (or job) fits more than one classification. To illustrate, "exploring an educational route for a career of personal interest" is classified in the career exploration category, but equally valid cases can be developed for classifying this activity in the values, goals, and decision-making category.

Responses to the same or similarly worded items on last year's questionnaire are also provided. The top line in each pair of percents represents this year's responses, and the bottom line with an asterisk (*) in front of it denotes responses in March, 1974.

Set S.A.D. #51 Secondary Teachers Number 40 (*33)

SECTION I

A = agree, D = disagree, N = neither agree nor disagree, O = omit

		A	D	N	O
1.	I am aware of the total job required for career exploration for our students.	30.0 *12.1	45.0 45.5	25.0 42.4	-- --
2.	I have done my share of the total job of career exploration for our students.	35.0 *15.2	42.5 48.5	22.5 36.4	-- --
3.	Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.	32.5 * --	27.5 60.6	40.0 39.4	-- --
4.	Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.	37.5 *15.2	22.5 45.5	40.0 39.4	-- --
5.	Students are generally aware of the VARIETY of career choices open to them by the time they leave our school.	60.0 *24.2	20.0 54.5	20.0 21.2	-- --
6.	Students generally have a realistic picture of the TRAINING REQUIREMENTS for the various career choices open to them by the time they leave our school.	42.5 *15.2	22.5 60.6	35.0 24.2	-- --
7.	Our students generally hold realistic CAREER AREA(S) GOALS by the time they leave our school.	32.5 *18.2	35.0 48.5	32.5 33.3	-- --
8.	Students generally have a realistic understanding of the NATURE OF THE JOB REQUIREMENTS (advantages and disadvantages) for the various career choices open to them by the time they leave our school.	35.0 *15.2	30.0 54.5	35.0 30.3	-- --

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Set S.A.D. #51 Secondary Teachers Number 40 (*33)

SECTION II

G = great, M = much, S = some, L = little, N = none, O = omit

	G	M	S	L	N	O
VALUES, GOALS, AND DECISION MAKING						
1. Recognizing how values become important to an individual.	17.5	32.5	42.5	7.5	--	--
	*30.3	27.3	39.4	--	3.0	--
2. Recognizing which values become important to an individual.	17.5	25.0	42.5	12.5	--	2.5
	*27.3	24.2	27.3	15.2	3.0	3.0
3. Identifying short-term goals.	15.0	35.0	35.0	12.5	--	2.5
	*24.2	27.3	27.3	21.2	--	--
4. Identifying long-term goals.	12.5	25.0	40.0	17.5	5.0	--
	*15.2	33.3	30.3	21.2	--	--
5. Recognizing the effect of values and goals in decision making.	12.5	30.0	42.5	12.5	--	2.5
	*21.2	33.3	36.4	6.1	3.0	--
6. Exploring the effects of short-term and long-term goals upon decision making.	5.0	20.0	42.5	30.0	--	2.5
	* 9.1	21.2	39.4	21.2	9.1	--
7. Exploring decisions that may be irreversible.	12.5	10.0	40.0	27.5	7.5	2.5
	*12.1	9.1	45.5	18.2	15.2	--
CAREER AWARENESS						
8. Recognizing that job skills vary within occupations.	--	37.5	32.5	17.5	12.5	--
	*12.1	15.2	24.2	24.2	24.2	--
9. Recognizing the availability of educational opportunities in the area.	10.0	27.5	35.0	20.0	7.5	--
	*15.2	6.1	36.4	30.3	12.1	--
10. Recognizing personal traits desirable for employment.	12.5	32.5	40.0	10.0	2.5	2.5
	* 9.1	12.1	36.4	18.2	18.2	6.1
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.	15.0	17.5	50.0	12.5	5.0	--
	*12.1	21.2	33.3	18.2	9.1	6.1
12. Recognizing the reasons for individuals losing jobs.	15.0	15.0	22.5	37.5	7.5	2.5
	* 9.1	15.2	27.3	27.3	15.2	6.1
13. Recognizing the trend for women to combine homemaking and wage earning.	10.0	10.0	25.0	32.5	17.5	5.0
	*15.2	9.1	27.3	18.2	24.2	6.1
14. Recognizing the influence of occupations upon life styles.	5.0	17.5	37.5	27.5	10.0	2.5
	*12.1	15.2	39.4	15.2	12.1	6.1

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	G	M	S	L	N	O
15. Recognizing the technological impact on society in relation to expanded employment opportunities.	2.5	25.0	27.5	25.0	15.0	5.0
	*15.2	12.1	21.2	30.3	15.2	6.1
CAREER EXPLORATION						
16. Exploring that restrictions of certain occupations may limit job choice. (Example: age, experience, union shop, certificate)	5.0	12.5	30.0	32.5	17.5	2.5
	* 3.0	6.1	30.3	42.4	18.2	--
17. Exploring working conditions of an occupation of personal interest.	5.0	12.5	20.0	42.5	17.5	2.5
	*12.1	3.0	21.2	48.5	15.2	--
18. Exploring an educational route for a career of personal interest.	5.0	10.0	37.5	27.5	17.5	2.5
	*15.2	6.1	30.3	30.3	18.2	--
19. Exploring the impact of technology upon my subject-matter field.	2.5	22.5	42.5	20.0	10.0	2.5
	* 9.1	33.3	21.2	24.2	12.1	--
20. Exploring the interrelatedness of subject-matter areas to jobs.	7.5	25.0	35.0	22.5	7.5	2.5
	*15.2	21.2	27.3	24.2	12.1	--
21. Exploring a career cluster concept.	2.5	10.0	25.0	25.0	32.5	5.0
	3.0	9.1	9.1	33.3	39.4	6.1
22. Exploring a career cluster of a personal choice.	--	10.0	25.0	25.0	35.0	5.0
	* 3.0	6.1	9.1	33.3	42.4	6.1
23. Exploring personality qualities necessary for employment.	5.0	22.5	40.0	20.0	10.0	2.5
	* 9.1	15.2	33.3	21.2	15.2	6.1
24. Exploring the changing roles of people in today's world.	2.5	20.0	35.0	25.0	15.0	2.5
	*15.2	9.1	27.3	18.2	24.2	6.1

Set S.A.D. #51 Secondary Teachers Number 40 (*33)

SECTION III

SA = strongly agree, A = agree, N = neither agree nor disagree,
D = disagree, SD = strongly disagree, O = omit

	SA	A	N	D	SD	O
1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	22.5	17.5	35.0	20.0	5.0	--
	* 6.1	24.2	30.3	33.3	6.1	--
2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.	7.5	22.5	32.5	32.5	5.0	--
	* 6.1	15.2	30.3	42.4	6.1	--
3. All personnel (teachers, administrators, counselors, etc.) at the elementary and secondary levels and in the academic and occupational disciplines must work cooperatively to implement the concepts of career education.	30.0	37.5	22.5	10.0	--	--
	*12.1	30.3	33.3	9.1	12.1	3.0
4. Vocational education and career education are synonymous terms.	5.0	12.5	12.5	45.0	25.0	--
	* 3.0	12.1	24.2	39.4	15.2	6.1
5. World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.	20.0	15.0	42.5	20.0	2.5	--
	* 6.1	15.2	63.6	12.1	--	3.0
6. Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	10.0	30.0	32.5	17.5	10.0	--
	* 3.0	24.2	48.5	15.2	6.1	3.0
7. Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.	5.0	22.5	32.5	37.5	2.5	--
	* 3.0	12.1	48.5	33.3	--	3.0
8. Career education is another educational frill doomed for failure.	--	7.5	35.0	40.0	17.5	--
	*12.1	3.0	54.5	27.3	3.0	--

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SECTION IV

1 = highest ranking 5 = lowest ranking 0 = omit, multiple responses

	social desirability						financial reward						personal satisfaction					
	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0
PROFESSIONAL																		
1. computer programmer	11.4	48.6	25.7	5.7	2.9	5.7	14.3	37.1	34.3	5.7	2.9	5.7	20.0	22.9	28.6	20.0	--	8.6
	*18.2	24.2	33.3	9.1	3.0	12.1	6.1	48.5	27.3	3.0	3.0	12.1	15.2	33.3	27.3	9.1	3.0	12.1
6. mechanical engineer	37.1	37.1	11.4	8.6	2.9	2.9	42.9	37.1	8.6	5.7	5.7	--	31.4	34.3	20.0	8.6	--	5.7
	*27.3	36.4	18.2	3.0	--	15.2	24.2	51.5	6.1	3.0	--	15.2	39.4	27.3	15.2	--	3.0	15.2
8. optometrist *oculist	42.9	34.3	8.6	2.9	5.7	5.7	51.4	34.3	5.7	2.9	5.7	--	34.3	31.4	20.0	2.9	5.7	5.7
	*21.2	30.3	15.2	15.2	3.0	15.2	15.2	36.4	24.2	6.1	3.0	15.2	30.3	27.3	24.2	3.0	--	15.2
SKILLED																		
2. newspaper columnist *reporter	28.6	34.3	17.1	5.7	2.9	11.4	2.9	31.4	37.1	20.0	2.9	5.7	34.3	28.6	17.1	5.7	2.9	11.4
	* 9.1	30.3	36.4	3.0	--	21.2	3.0	24.2	54.5	--	--	18.2	27.3	33.3	21.2	--	--	18.2
3. private seamstress	5.7	5.7	45.7	22.9	14.3	5.7	--	14.3	37.1	37.1	11.4	--	22.9	42.9	17.1	8.6	5.7	2.9
	* 6.1	6.1	24.2	39.4	6.1	18.2	3.0	3.0	39.4	39.4	--	15.2	18.2	30.3	21.2	12.1	3.0	15.2
9. bus driver (local)	5.7	8.6	25.7	40.0	17.1	2.9	--	2.9	42.9	37.1	14.3	2.9	11.4	14.3	34.3	25.7	8.6	5.7
	* 9.1	--	33.3	36.4	9.1	12.1	6.1	3.0	27.3	45.5	6.1	12.1	9.1	6.1	33.3	33.3	6.1	12.1
UNSKILLED																		
4. animal keeper *aquarium attendant	5.7	8.6	25.7	48.6	2.9	8.6	--	8.6	37.1	45.7	2.9	5.7	31.4	28.6	25.7	2.9	--	11.4
	* 9.1	--	27.3	36.4	9.1	18.2	--	3.0	30.3	45.5	3.0	18.2	9.1	12.1	39.4	15.2	6.1	18.2
5. hospital orderly	5.7	2.9	37.1	34.3	14.3	5.7	--	5.7	25.7	45.7	20.0	2.9	14.3	34.3	28.6	11.4	5.7	5.7
	* 9.1	3.0	21.2	42.4	9.1	15.2	--	3.0	18.2	60.6	3.0	15.2	21.2	12.1	24.2	24.2	--	18.2
7. gas station attendant	5.7	5.7	14.3	37.1	31.4	5.7	--	5.7	17.1	45.7	31.4	--	8.6	8.6	37.1	14.3	28.6	2.9
	* 9.1	--	12.1	42.4	21.2	15.2	--	--	15.2	51.5	18.2	15.2	9.1	9.1	15.2	33.3	18.2	15.2

[1]Five teachers indicated the choice should be based on the student's values, not the teacher's judgment. One teacher said, "The desirability, financial adequacy, and personal satisfaction offered by each of these jobs depends on the person interested in them."

Set S.A.D. #51 Secondary Teachers Number 40 (*33)

SECTION V

Periodicals in the double starred (**) groupings were categorized as professional reading when the publication was directly related to the teacher's instructional assignment (e.g., news magazines = social studies, Sports Illustrated = physical education, Farm Journal = agriculture, Ceramics Monthly = art, etc.).

CATEGORY	EXAMPLES (not all inclusive)	% responding 1 or more times in category
A. Newspapers	both daily and weekly	57.5 *39.4
B. News magazines**	Changing Times, Time, Newsweek, etc.	37.5 *54.5
C. Special Interest**	Farm Journal, Smithsonian, Ceramics Monthly, National Geographic, etc.	35.0 *68.7
D. Recreational**	Playboy, Sports Illustrated, Cosmopolitan, Ladies Home Journal, etc.	40.0 *36.4
E. Professional	Phi Delta Kappan, English Journal, NASSP Bulletin, etc.	65.0 *60.6
F. Digests	Reader's Digest, Coronet, etc.	22.5 *30.3
G. Not responding		22.5 *12.1

JUNIOR AND SENIOR HIGH SCHOOL TEACHER INTERVIEW APPENDIX D

(N=27 except where noted)

*(N=43 except where noted)

1. BOYS -- "typical" work habits: (N=26) *(N=40)

a.	On time	96.2	Late	3.9	Neither --	Omit --
		*67.5		*25.0	*2.5	*5.0
b.	Neat	73.1	Sloppy	23.1	Neither --	Omit 3.9
		*47 5		*50.0	*--	*2.5
c.	Courteous	92.3	Rude	3.9	Neither 3.9	Omit --
		*77.5		*17.5	*2.5	*2.5
d.	Independent	46.2	Dependent	50.0	Neither 3.9	Omit --
		*45.0		*52.5	*--	*2.5
e.	Follow orders	80.8	Ignore orders	15.4	Neither 3.9	Omit --
		*90.0		* 5.0	*2.5	*2.5

GIRLS -- "typical" work habits: (N=24) *(N=40)

a.	On time	70.8	Late	29.2	Neither --	Omit --
		*87.5		* 7.5	*--	*5.0
b.	Neat	95.8	Sloppy	--	Neither --	Omit 4.2
		*90.0		* 5.0	*2.5	*2.5
c.	Courteous	95.8	Rude	4.2	Neither --	Omit --
		*92.5		* 5.0	*--	*2.5
d.	Independent	62.5	Dependent	33.3	Neither 4.2	Omit --
		*52.5		*45.0	*--	*2.5
e.	Follow orders	95.8	Ignore orders	4.2	Neither --	Omit --
		*92.5		* 5.0	*--	*2.5

2. Definition of career education:

a.	Complete definition	33.3 *11.6
b.	Partial definition	63.0 *58.1
c.	No idea	3.7 *30.2

Phase(s) included in partial definition: (% based on number citing partial definitions)

a.	awareness only	23.5	*(no March, 1974 data)
b.	sequencing including training	35.3	
c.	sequencing excluding training	23.5	
d.	related areas	5.9	
e.	belongs in high school only	17.6	

*Denotes responses to March, 1974 interviews.

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3. Is career education related to the things you teach?

Yes	No	Omit
92.6	7.4	--
*83.7	*11.6	* 4.7

Is it related to all subjects or just certain subjects?

All	Some	
88.9	11.1	*(no March, 1974 data)

Career education is only included in: (% based on number responding some)

a.	Business Education	66.7	f.	Sciences	33.3
b.	Industrial Arts	66.7	g.	Math	33.3
c.	Art	33.3	h.	Home Economics	33.3
d.	Music	33.3	i.	Social Studies	33.3
e.	Biology	33.3			

How is it related to the various subjects?

a.	integrated into present curriculum	14.8	*72.2
b.	subject-matter relevance	33.3	
c.	self-development, values	18.5	
d.	occupations within each subject	48.2	
e.	skills for jobs	11.1	
f.	special "career education" activities	--	*11.1
g.	background for future endeavors	14.8	
h.	help students individually	3.7	
i.	other	7.4	
j.	omit	--	*16.7

/ Response (a) last year was broken down into various components this year./

4. Are students generally familiar with the variety of career choices open to them by the time they leave this school?

Yes	No	Don't Know
48.2	29.6	22.2
*25.6	*72.1	* 2.3

What types of career choices are they aware of? (% based on number responding yes)

a.	levels of jobs (i.e., professional, labor)	53.9	* --
b.	benefits of jobs	7.7	* --
c.	careers in various areas	53.9	*45.5
d.	careers related to student's interests	15.4	* 9.1
e.	careers requiring post-secondary education	7.7	* --
f.	careers specific to one field	--	* 9.1
g.	other	--	*36.4

5. Do students generally have a realistic picture of the training requirements for the various career choices open to them by the time they leave this school? (% based on number responding yes to question #4)

Yes	No	Don't Know
76.9	23.1	--
*36.4	*54.5	* 9.1

What are some of the requirements they are aware of? (% based on number responding yes)

a.	skills needed for jobs	30.0	* --
b.	requirements specific to one field	--	*25.0
c.	various schooling options	60.0	*75.0
d.	school entry requirements	10.0	* --
e.	job attitudes	10.0	* --
f.	other	10.0	* --

6. Should career training activities be provided in

a.	senior high school?	Yes	85.2	No	14.8	Don't Know	--
			*90.7		* 9.3		* --
b.	junior high school?	Yes	22.2	No	77.8	Don't Know	--
			*32.6		*65.1		* 2.3
c.	elementary school?	Yes	3.7	No	92.6	Don't Know	3.7
			* 7.0		*88.4		* 4.7

7. Are students aware of good work attitudes?

Yes	63.0	No	29.6	Don't Know	7.4
	*51.2		*41.9		* 7.0

Do the majority of students exhibit good work attitudes at school? (% based on number responding yes)

Yes	88.2	No	5.9	Don't Know	5.9
	*77.3		*22.7		* --

Examples of work attitudes exhibited at school:

a.	good in groups	37.0	* 9.3	n.	bothers others	7.4	* --
b.	neat	25.9	* 9.3	o.	sloppy	44.4	*16.3
c.	work till done	--	* 2.3	p.	get done to get done	7.4	* 2.3
d.	work well independently	11.1	*16.3	q.	dependent	3.7	*11.6
e.	on time	44.4	*27.9	r.	late	37.0	*16.3
f.	seeks extra work	11.1	* 4.7	s.	can't finish work	22.2	* 9.3
g.	manages time well	25.9	* --	t.	waits until last minute	25.9	* 9.3
h.	strives for best	37.0	*14.0	u.	discipline problems	7.4	* 2.3
i.	ambitious	3.7	* 2.3	v.	lazy	14.8	* 7.0
j.	follows directions	--	* 4.7	w.	doesn't follow directions	7.4	* 7.0
k.	good manners	14.8	* --	x.	poor study skills	22.2	* --
l.	ask questions	7.4	* --	y.	irresponsible	14.8	* --
m.	responsible	18.5	* --	z.	other	14.8	*23.3

8. How strongly each of the following statements should be included in classroom instruction:
G = great, M = much, S = some, L = little, N = none, O = omit

	G	M	S	L	N	O
a. Recognizing personal traits desirable for employment.	48.2	29.6	14.8	3.7	--	3.7
	* --	--	--	--	--	--
b. Exploring job requirements for an occupation of personal interest.	11.1	25.9	29.6	14.8	14.8	3.7
	*18.6	11.6	27.9	16.3	20.9	4.7
c. Recognizing the importance of personal satisfaction in what you do.	74.1	18.5	3.7	--	--	3.7
	*72.1	23.3	--	2.3	2.3	--
d. Exploring many career areas.	18.5	29.6	25.9	3.7	18.5	3.7
	*18.6	23.3	16.3	14.0	27.9	--

9.A. Have you attended any of the inservice sessions offered by Project GIVE?
Yes 81.5 *44.2 No 18.5 *55.8

How many? (% based on number responding yes to A)
1-- 9.1 2--27.3 3--54.5 4-- 9.1 *(no March, 1974 data)

When? (% based on number responding yes to A)

a. summer 1973	22.7	*47.4
b. introduction to GIVE	31.8	* 5.3
c. VTR	77.3	*26.3
d. values clarification -- guest speaker	86.4	
e. values clarification -- Mr. Bagley	13.6	
f. Portland office trip, 1973-74	27.3	*26.3
g. communications workshop	4.5	
h. values, February 1974	--	*31.6

How are these sessions reflected in the activities in your classes?
(% based on number responding yes to A)

a. not reflected	27.3	*42.1
b. developed and used a unit	9.1	*31.6
c. more career emphasis in class	13.6	* 5.3
d. made me more aware	9.1	*10.5
e. asked Mr. Bagley for assistance	9.1	* --
f. used VTR	18.2	* --
g. reinforced teacher's beliefs	4.5	* --
h. other	9.1	*15.8

B. Are you aware of the services offered by Project GIVE?
Yes 51.9 Some 7.4 No 37.0 Omit 3.7
*76.7 * -- *23.3 * --

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How did you find out about the various services? (% based on number responding yes or some to B)

a. Roy Bagley	87.5	*(no March, 1974 data)
b. Steve Galway	12.5	
c. Career Gram	37.5	
d. Workshops	18.8	
e. Other teachers	6.3	

C. Have you made use of any of the services that Project GIVE can provide? (% based on number responding yes or some to B)

Yes 56.3 *51.5 No 43.8 *48.5

Which services? (% based on number responding yes to C)

a. VTR	44.4	*23.5
b. borrowed hardware	--	* 5.9
c. field trips	22.2	*52.9
d. shadow experiences	11.1	*17.6
e. personal consultation	11.1	*23.5
f. borrowed AV materials	33.3	*35.3
g. speakers	22.2	*17.6
h. software	22.2	* --
i. coop activities	33.3	* --
j. other	--	*11.8

10. Response concerning training required, income potential, advantages, and disadvantages of the following three jobs:
(+ = general idea for training and income, gave two advantages or disadvantages; 1 = gave one advantage or disadvantage)

	training		income		advantages			disadvantages			referral	omit
	+	-	+	-	+	1	-	+	1	-		
a. newspaper columnist	40.7	40.7	51.9	29.6	63.0	14.8	3.7	48.2	11.1	22.2	11.1	7.4
b. optometrist	14.8	70.4	74.1	11.1	59.3	22.2	3.7	7.4	48.2	29.6	7.4	7.4
c. animal keeper	70.4	11.1	44.4	37.0	33.3	40.7	7.4	37.0	37.0	7.4	11.1	7.4

*(March, 1974 interview responses to six jobs)
(+ = general idea for training and income, gave two advantages or disadvantages)
N = 36, nonusable data from 6 interviews, omitted in 1 interview

	training		income		advantages		disadvantages	
	+	-	+	-	+	-	+	-
a. hospital orderly	66.7	33.3	75.0	25.0	69.4	30.6	66.7	33.3
b. refuse collector	91.7	8.3	52.8	47.2	44.4	55.6	66.7	33.3
c. computer programmer	75.0	25.0	66.7	33.3	63.9	36.1	44.4	55.6
d. airline pilot	63.9	36.1	88.9	11.1	86.1	13.9	72.2	27.8
e. seamstress	77.8	22.2	55.6	44.4	50.0	50.0	47.2	52.8
f. carpenter	80.6	19.4	83.3	16.7	83.3	16.7	63.9	36.1

Appendix I

V.E.G. Report

On March 16-17, 1975, a workshop was conducted in Vocational Exploration Groups (VEG). VEG is a five phase process of group and self-exploration concerning jobs. Inclusion, job information, job personalization, expansion, and next step are the steps followed to consider the questions for each member, "What will I do next?" and, "How will I do it?" relative to career planning.

The student members of the groups included 20 8th graders from Greely Junior High School and 10 juniors and seniors from Freeport High School. All groups were positive and the total effort resulted in six new qualified leaders and 30 students more aware of the world of work.

Shadow Experiences 2-75 through 6-75

Student - Grade		Resource Visited	Contact Person	Date	Subject
Andrew Hopkins	HS	St. Dept. Rehabilitation	Mrs. Nadeau	2-7	Social Ser.
Jon Croy	HS	Computer Center, So. Portland	Mr. Frise	2-10	Data Pro.
Glenn Crosen	HS	Computer Center, So. Portland	Mr. Frise	2-10	Data Pro.
Arthur Hamilton	HS	Cumb. Police Dept.	Office Beliveau	2-17	Law Enforce.
Bonnie Whitney	HS	Maine Medical Center	Mrs. Harris	2-25	Nursing
Gordon Pulsifer	HS	Verrill, Dana & Philbrick Law Firm	Mr. Mortimer	2-27	Law
Carla Widlund	HS	Maine Medical Center	Mrs. Evans	3-6	OR Nurse
Arthur Hamilton	HS	Cumb. Police Dept.	Sgt. Beliveau	3-8	Law Enforce.
Lisa Trusiani	HS	Cumb. County Probation Office	Mr. Hybers	4-3	Law
Marilyn Raven	HS	Osteopathic Hospital	Mrs. Perry	4-7	Nursing
Bonnie Whitney	HS	Osteopathic Hospital	Mrs. Perry	4-7	Nursing
Mike Wallace	HS	Ptld. Appli. Ser. Ctr.	Mr. Ciampi	4-15	Appli. Repair
Arthur Hamilton	HS	Ptld. Police Dept.	Sgt. Ridlon	4-17	Law Enforce.
David Lawrence	HS	Ptld. Police Dept.	Sgt. Gregor	4-17	Dispatcher
Terri Whitman	HS	Portland Courts	David Pomeroy	4-11	Trial Law
Sharon Maloney & Judy Audette	HS HS	Day Care Center	Mr. Lauck	5-7	Child Care
Allen Hines	HS	Brown's Ser. Ctr. Cumb.	Mr. Brown	5-7	Automotive
Celeste Lemieuy	6th	Cumb. Fair Grounds	Karen Francis	5-13	Horse Train.
Bridget Goodbody & Doug Hamilton	6th	WJBQ	Jeff Ryder	5-13	Broadcasting
Bill Mullin	6th	Sheraton Hotel	Mr. Porta	5-12	Hotel
Mary Snow	6th	Main Stream	Mrs. Hamlin	5-9	Child Instr.
Shawn Munroe	6th	Me. St. Ballet	Mrs. Thomas	5-12	Ballet
Cindy Allen	6th	Baton School	Mrs. McCrae	5-15	Baton
Bill Taylor	HS	Forestry	Mr. Maxwell	5-27	Forestry
Bridget Goodbody & Tom Skahan	6th	Dentist Office	Dr. Partyka	6-3	Dentistry
Anne Leavitt	6th	Dentist Office	Dr. Partyka	6-3	Hygenist
Madeline Nye & Missy Potter	6th	Veterinary Office	Dr. Stiles	6-6	Veterinary Medicine
Ken Foster & Peter Hall	6th	Airport	Mr. Hall	5-20	Pilot
Bryan Bridges	6th	Airport	Mr. Hall	5-20	Engineer

Shadows cont.

Cindy Bain	6th	Airport	Mr. Hall	5-20	Stewardess
Tom Skahan	6th	Airport	Mr. Ryann	5-20	Air Traffic Control
Troy Peterson Jay Estabrook & Ed Dows	6th	Sanborn's	Mr. Rutherford	5-20	Trucking
Beckey Bendixon	HS	Ptld. Police Dept.	Officer Terry Kiernan	5-16	Law Enforce.
Sue Dyer & Terry Woodworth	HS	Fed. Loan & Build. Assoc.	Mrs. Demont	5-15	Banking
Bryan Pettingill & Dennise Hudson	6th	SMVTI	Marty Tolman	5-27	
Laurie Burrell	HS	Fabreta Fun Fashion	Rita Herrick	6-7	
Andrea Looke	HS	Portland Courts	David Pomeroy	4-11	Trial Law
Pam Davis Cindy Knight Bev Ross Allison Wing Leanne Calder Terry Murphy Sharon Farrington Patricia Fraser & Marjorie Santamore	HS	Union Mutual	Ann Andrews	5-5 - 5-9	Office Work
Maryann Marlowe Dawn Mullen Melinda Hethcoat Belinda Woodcock Diane Freeman Janet Rand Gayle Lawrence Kathy Brown Sandra Spizuoco Anita Jewett Jacki Webster Michelle Souther Linda Burgess Eleanor Oulton Debbie Anderson Carol Robinson Linda Johnston	HS	Sagamore Village Day Care Center	Mr. Lauck	5-7	Child Care

GUEST SPEAKERS
1/75 to 6/75

Speaker	Class	Teacher	Date	No. Student	Subject
Paul Concannon, S.D. Warren Paper Co.	Science - JHS	Mr. Faatz	3/11	28	Chemistry
County Attorney Berry Sgt. Gregor Attorney Snitger	Social Studies	Mr. Wiles	3/11	42	Criminal Justice
Dr. Stiles, Falmouth Veterinarian	Guidance Dept. JHS	Mrs. White	5/6	16	Animal Care Career
Mr. Leasure, Portland Architect	Guidance Dept. JHS	Mrs. White	5/7	11	Drafting & Architect
Jean Rossi	Fifth Grade	Mrs. Littlefield	5/14	30	Youth Services
David Chadwick	Sixth Grade	Miss Monson	5/15	28	Geodetic Domes
Mrs. Nadeau	JHS	Mr. Hill	5/27	47	Alcohol Abuse
Dr. Zieff	JHS	Mr. Hill	6/4	47	Family/ Social Prob.
Nat Berry	Sixth Grade	Mr. Gorham	5/21	5	Forestry
Mr. Leasure	Guidance Dept. JHS	Mrs. White	6/3		Architecture

Field trips 2-75 through 6-75

Date	Location	Teacher- Grade	Number Students
2-4-75	Jordan's Meat Co.	Chase 2nd	5 students
2-13	Cumb. Cty. Court	Chase 2nd	5
2-14	MacDonalds Restaurant	White 9th	5
2-24	Canal Bank	Kilpatrick & Monson 6th	54
2-28	Depositors Trust Co.	Lupolt HS	12
2-28	Me. Savings Bank	Lupolt HS	13
3-4	Wiseguide Newspaper	Malachowski 3	5
3-7	Federal Savings Bank	Malachowski 3	5
3-7	Mansfield Beauty School	White JHS	3
3-10	The Foyer -Decorating	White JHS	5
3-11	Portland Police Dept.	White JHS	3
3-13	Ptld. Press Herald	Davis 6th	29
3-13	The Candle Shop	Malachowski 3	5
3-17	Jordan Marsh Restaurant	Malachowski 3	5
3-17	No. Yarm. School-Physical Education Instruction	White JHS	4
3-18	Canal Bank	Gorham 6th	28
3-19	Ptld. Reg. Voc. Ctr.	Guidance HS	18
3-21	Sears Department Store	Burns HS	10
3-27	Osteopathic Hospital	White JHS	5
3-28	Portland Police Dept.	Malachowski 3rd	5
4-1	Jordan's Meat Processing	Hawkins HS	23
4-2	Bicknell Photo Labatory	White JHS	3
4-3	Mrs. Turner-Artist	Malachowski 3rd	5
4-4-	Merrill Farm	Burns HS	10
4-7	Ptld. Press Herald	Wiles JHS	30
4-8	Cumberland Cty. Court	Malachowski 3rd	5
4-10	Cumberland Cty. Court	White JHS	3
4-15	Falmouth Porschi Audi	White JHS	13
4-18	Pineland Training Center	Burns HS	13
4-29	Blue Cross & Blue Shield	White JHS	9
5-2	Brunswick Naval Air Station	White JHS	13
5-5 to 5-9	Union Mutual Ins. Co.	James HS	15

Field trips cont.

Date	Location	Teacher - Grade	Number Students
5-6	Career Ed. Office	Gorham 6th	6
5-13	Child Care Center	Hawkins HS	4
5-19	Ptld. Reg. Voc. Ctr.	White JHS	3
5-20	Child Care Center	Hawkins HS	4
5-20	Millers Pottery	Malachowski 3rd	5
5-27	Walsh Publishing Co.	White JHS	3
5-27	SMVTI	Monson 6th	60
5-30	Hitlons House-Forestry & Lumbering	White JHS	